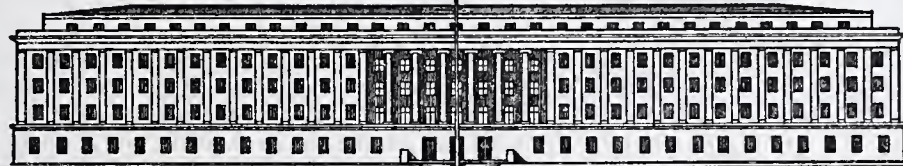


# PUBLIC EDUCATION



Vol. 4, No. 8

MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

April 1937

## FINANCING PUBLIC EDUCATION IN PENNSYLVANIA

### Adequate Schools Primary Responsibility of State

#### Effort to Improve System of Support

LESTER K. ADE

*Superintendent of Public Instruction*

#### I. INTRODUCTORY

Underlying the policies of public school financing is the same philosophy that characterizes the instructional, legislative, and other phases of our education program. This philosophy suggests that education lies at the roots of our democracy and therefore develops in accordance with the will of the people. Since public education is an indispensable function of our democratic society, it becomes the stern responsibility of the State to provide a financial program that will guarantee its success. The Commonwealth should guarantee every pupil an adequate education under the guidance of competent teachers, through the medium of a program adapted to the civic, vocational, and personal needs of the learner, in school plants suited to educational purposes.

Any plan for financing Pennsylvania's schools must recognize the ever growing pressure on the Government to provide new services to meet expanding needs. Financial planning must therefore be not only a flexible but a moving, changing, and adjustable process. It must consider the needs of the schools as well as the public attitude as expressed through educational, civic, and other organizations. Those charged with financial planning for our schools are confronted with such questions as: (1) What are the educational rights of the more than two million children of the State? (2) What are the educational rights of the out-of-school youth of the Commonwealth? (3) What are the educational rights of the parents and other adults in Pennsylvania? The financial program, which is so closely correlated with the instructional program, is based on the principle that the public school is responsible for the education of all the people, and is charged with the duty of providing the best opportunities possible for all to obtain an education which will equip them for efficient citizenship.

The next few years will be of critical importance in determining the future development of education. During this period a financial system for public education should be developed that will avoid a recurrence of the devastation to education experienced in the recent past. During this time of stress, education, the most vital public service of all, suffered more than any other. In the country at large when the national income was more than fifty billions, only two billions, or less than four per cent, was spent for public education. Accordingly, education has fallen behind during this trying period. Costs of emergency activities are still to be met, unpaid teachers' salaries, suspended building programs, shortage in instructional materials, excessively large classes, borrowing against future income, the addition of new governmental services—these backward conditions make financial planning of public education a crucial task at the present time.

#### II. HISTORICAL DEVELOPMENT OF EDUCATIONAL FINANCE IN PENNSYLVANIA

The use of public money for the education of children began long before the enactment of the Free School Law of 1834. Since the wealthy families prior to that time were able to pay for the education of their own children, state-aid was provided primarily for the education of poor children in charity schools, and was administered through the county commissioner in cooperation with local poor boards. In 1831, a few years before the Free School Act, the State set aside certain receipts as a Common School Fund

which was to be ready for use as soon as proper Free School Legislation should be enacted.

The now famous Free School Act of 1834 begins with this preamble:

*Whereas, the fund for common school purposes would soon reach the goal of \$2,000,000, provision should be made by law for the distribution of the benefits of this fund to the people of the respective counties of the Commonwealth.*

The provisions of this Act were likewise operative through the county which was known as the "school division." It is evident that the county influence in poor relief prevailed even in this Act, which provided, however, for local school districts and boards of directors.

The seventy-five year period following the Free School Law was characterized by grave difficulties in financing public education. The one dollar per taxable that had been established as a basis of school revenues was not realized. School officials as a rule could collect no more than fifty cents per taxable. Thus many local districts were unable and some unwilling to raise sufficient revenues to provide free public education to those entitled to it. In 1838 special state-aid was appropriated for secondary schools, and one-half million dollars for the construction and improvement of school buildings. These appropriations are indications of trends which later developed into our present financial program.

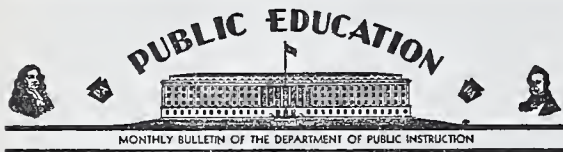
Several remedies for these difficulties were attempted subsequent to 1850. The School Law of 1854 authorized State appropriations only for districts which adhered to the teacher certification law and kept open their schools at least four months of the year. To prevent the misuse of State money appropriated for education, these subsidies were paid to school districts at the end of the year for which they were to be used.

In 1903, following this period of difficulties, an effort was made to regulate on a more definite basis the financial program of the schools. One step in this direction consisted in the establishment of a salary schedule for teachers, which began with thirty-five dollars a month and increased to fifty dollars over a period of five years, depending somewhat on the certification of the teachers.

Two other constructive salary Acts followed the 1903 legislation; namely, the Woodruff Act of 1918 and the Edmonds Act of 1921. Under the former, teachers were to be paid sixty, seventy, or eighty dollars a month, according to their certification, and districts were reimbursed at the rate of five dollars, twelve and a half, and twenty dollars a month for teachers' salaries. The Edmonds Act recognized that the larger districts had more taxable wealth per teacher and should therefore be entitled to a lower rate of reimbursement from the State than the smaller districts. Accordingly, districts were classified into four groups on the basis of population, and schedules of appropriations were made on these classifications.

As the public education program expanded, it was found necessary to provide State subsidies other than those for teachers' salaries. Among these special subsidies are appropriations for salaries of county superintendents, normal schools, township secondary schools, vocational education, consolidated schools and transportation, special education, extension education, scholarships, and public school employes retirement.

(Continued on page 11)



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## NEW FACES ON DEPARTMENT STAFF

DR. CHARLES J. DUTTON

The position of Historian in the Pennsylvania Historical Commission of the Department of Public Instruction has been filled by the recent appointment of Dr. Charles J. Dutton of Erie, Pennsylvania. Doctor Dutton, who was born in Fall River, Massachusetts, received his early education in the Westerly Rhode Island Preparatory College in 1904. He then entered Brown University, and after completing two years of general studies, transferred to the Albany Law School in New York, from which he received the LL.B. Degree in 1908. During his succeeding two years, Doctor Dutton attended the Defiance Theological School in Ohio, graduating in 1910.

The various professional experiences of Doctor Dutton make him well qualified to assume his new duties as Historian in the Pennsylvania Historical Commission. He began his career as a lawyer in 1910, and shortly after, entered upon a period of service as a Minister in churches of Rhode Island, New York, Pennsylvania, and Iowa. In 1933, he left active church work in order to engage in literary work. In this field Doctor Dutton served for a time as Assistant Editor for the Albany Sun Telegraph for which he wrote a syndicated column entitled, "The World We Live In."

He is the author of some fourteen novels published in America and England, a collection of short stories, two biographies, and numerous miscellaneous articles for American and English periodicals; including Current History, The Atlantic Monthly, The Forum, The Nation, The Commonwealth, and Harpers.

In addition to these various professional and literary activities, Doctor Dutton has spoken extensively throughout the United States on literary topics before social, civic, and professional groups. He has likewise participated in a series of radio broadcasts.

His prestige in the professional world is indicated by his membership in the British Society of Authors and Dramatists, the Authors League of America, and his being listed in Who's Who in America, the Dictionary of American Biography, and Who's Who Among American and British Authors.

JOSEPH K. GASTROCK

The appointment of J. K. Gastrock of Harrisburg to the position of Senior Heating and Ventilating Engineer in the Department of Public Instruction has been recently announced. Mr. Gastrock received his early education in the public schools of Harrisburg, having attended the Boys' Central High School, where he pursued the classical course. He likewise pursued post secondary school studies and became a Registered Professional Engineer in Pennsylvania in 1900.

Mr. Gastrock's experience has been wide and varied and comprises service in drafting, estimating, supervising and general engineering, both in commercial establishments and public institutions. For six years following 1924 he has been a Senior Draftsman in the Department of Public Instruction, School Buildings Division. He also served as Engineer and Supervisor of Construction at the Shippensburg State Teachers' College.

DR. STEPHANIE O. HUSEK

Dr. Stephanie O. Husek, who has been serving the Department of Public Instruction as Reference Assistant in the State Library and Museum, has been advanced to the position of Assistant Archivist.

Doctor Husek, who was born in Cleveland, is now a resident of Middletown in Dauphin County, Pennsylvania. Her secondary school preparation was completed in Middletown, and her higher education at Lebanon Valley College, University of Chicago, and Seton Hill College. She graduated from the last named institution in 1929 with the Bachelor of Arts Degree, and during the succeeding three years was engaged in graduate study in Prague University in Czecho Slovakia from which she received the Ph.D. Degree in 1932.

Her professional service comprises instruction and supervision in Western Reserve University, the Sisters College, and Cleveland College, all of which are situated in Ohio.

As the Assistant Archivist, Doctor Husek's activities in the Department of Public Instruction will consist of preserving and making accessible historical records, arranging and cataloging materials according to historical periods, and collecting and inventorying manuscripts. The indexing of the volumes of the Pennsylvania Archives is another function of her office.

DOROTHY H. PECK

Dorothy H. Peck of Scranton has been appointed to the position of Home Economics Education Advisor for Lackawanna County. Miss Peck's professional preparation, which has been largely concerned with the homemaking field, was pursued at Cornell University, Marywood College, and the New York School of Interior Decoration, New York City. Her degree was attained at Cornell University in 1927.

Miss Peck has served as Home Economics Instructor and Supervisor in a half dozen communities, including: Fleetville, Clarks Summit, and Scranton in Pennsylvania; Tupper Lake, New York; and Oaklyn, New Jersey.

CHARLES D. CAREY

Charles D. Carey of Lancaster, Pennsylvania, who for the past eight years has been Vocational Advisor in York County, has been transferred to a similar position in Lycoming County. Mr. Carey completed his public school education in Lancaster, graduating from the secondary school of that city in 1912. The same year he entered Pennsylvania State College and completed a course in Horticulture and Agricultural Education, which qualified him for the B.S. degree in 1916. He was, likewise, granted the M.S. degree in Agricultural Education at State College in 1928.

The words play, recreation, leisure are the names of a great opportunity for awakening the dormant creativeness of human beings which other circumstances of their present lot are tending to suppress, and which education has hitherto neglected.

## SCHOOL LEGISLATION

### New Bills Presented on Various Vital Phases of Public Education

In the March 1937 Issue of *PENNSYLVANIA PUBLIC EDUCATION*, a brief summary of six important Legislative Measures affecting the Public Education Program of the State was presented. Included in this summary were:

#### Ruth-Brownfield Education Bill

*Senate Bill No. 30, by Mr. Ruth*

*House Bill No. 114, by Mr. Brownfield*

#### Powers and Duties of Superintendents and Supervising Principals

*Senate Bill No. 144*

*Introduced by Mr. Reed*

#### Attendance, Length of Term, Medical Inspection, Etc.

*Senate Bill No. 158*

*Introduced by Mr. Thompson*

#### New Buildings and Sites

*Senate Bill No. 178*

*Introduced by Mr. Haluska*

#### Defining "College"

*House Bill No. 565*

*Introduced by Mr. Moomaw*

#### Transportation

*House Bill No. 793*

*Introduced by Mr. Kelso*

Following are concise reports on the educational implications of nine bills that have since been introduced into the General Assembly:

#### TEACHER TENURE BILL\*

*Senate Bill No. 369*

*Introduced by Mr. Mundy*

Under the present school law there are two methods of dismissing teachers. One of these pertains to dismissal during the school year and requires the filing of charges and the conducting of a regular hearing. This method is seldom misused. The other method is by merely issuing a notice at least sixty days before the end of the school year stating that the teacher's services will not be desired for another term. This method of terminating teacher contracts does not require that any reason be given, and, therefore, serious injustice frequently arises through abuse of this method.

The unique feature of this Bill is that instead of abolishing the present provisions for dismissal of teachers by a termination notice sixty days before the end of the year, it seeks to accomplish tenure by revising that provision. The manner of revision is as follows: When a sixty-day termination notice is hereafter served upon a teacher, it is required that the notice shall contain a specific reason for the termination and shall guarantee to the teacher that if she files request within ten days after receiving the notice she shall be accorded a full and complete hearing before her board of school directors.

This amendment to the termination procedure will prevent boards of school directors from making blanket dismissals. It will also make it unnecessary for boards to conduct hearings except when the hearings are actually desired and requested by the employee.

This Act also retains the provisions now contained in the School Code providing a method by which any employee of the public schools may be dismissed at any time during the year. This provision calls for a definite

(Continued on page 18)

## BUSINESS SCHOOLS STUDY STANDARDS

### State Association Cooperates with Superintendents in Effort to Improve Educational Service

Department of Public Instruction Aids Movement

PAUL L. CRESSMAN

*Director Bureau of Instruction*

The Pennsylvania Private Business Schools Association has initiated a systematic movement to raise the standards and promote the general improvement of private business schools in the Commonwealth. It is their desire to set up a plan of approval whereby the private business schools conducted on high ethical standards could continue to operate successfully, and to this end the Department of Public Instruction is extending complete cooperation. It is also their plan to persuade schools to operate under a high code of ethics and all regulate their manner of doing business with the public to a high place of professional service. It is an effort on the part of the Private Business Schools Association with the advice and assistance of other school groups and the Department of Public Instruction, to establish and maintain the best possible educational service for the youth and adults who require opportunities for the advancement of their careers.

In this plan, the Department of Public Instruction, superintendents of schools of the State, principals of secondary schools, and the Middle States Association of Colleges and Secondary Schools, will cooperate in rendering such assistance as they deem proper. The plan is modeled somewhat after that of the Middle States Association of Colleges and Secondary Schools.

The public school men feel a distinct responsibility to advise and guide youth in their plans to extend their educational preparation, Doctor Ade said. Wise investment in educational ventures, especially by those who find it difficult financially to avail themselves of post secondary education offerings, is of the utmost importance, and public school men are always willing to support a movement that will assure youth one hundred per cent value on their educational investment.

Programs of instruction in agriculture, home economics, and various industrial arts have been developed to a relatively high point of success. One of the newer developments is in the direction of business education which is to include not only such commercial arts as bookkeeping, stenography, and typewriting, but also the distributive trades—buying and selling and the education of the consumer. For this reason business schools are at present in a period of adaptation in an effort to meet the present needs and are thus playing a vital part in the educational program of the Commonwealth. Included in this cooperative study are such phases of business education as organization and administration, program of studies, minimum courses of study, preparation of teachers, teacher's load, building and equipment, and school policies.

With reference to organization and administration, the State Committee on Standards will give attention to the inspection of business schools, the number of instructors employed, the length of the school year, entrance requirements, and the duration of recitation periods. Under the caption of the program of studies, such phases as the marking of pupils, the titles of courses, the definition of the units of instruction, and

residence requirements will be considered. Likewise requirements for graduation from business schools will be made a part of this phase of study.

Another vital part of this cooperative enterprise in the interest of better business education will relate to the preparation of teachers in these schools. The efficiency of service of institutions of learning, the Committee believes, is determined in a considerable measure by the preparation of the teaching force employed.

In addition to these aspects, the State Committee on Standards for Business Schools, will make recommendations regarding the location and construction of school buildings as well as the lighting, heating, ventilation, and other conveniences of the same. Two points of emphasis will be efficiency of instruction, and the hygienic conditions of the school environment. The equipment of a modern business school is also of considerable importance inasmuch as business work today involves a great variety of modern furniture, apparatus, and other equipment.

One of the most extensive features of the study undertaken by the State Committee on Standards for Business Schools relates to school policies. Under this heading the Committee will give attention to the extraneous influences and inducements relating to prospective students and candidates. The program of the schools with regard to offering free scholarships, premiums, and other forms of student aid will be studied. Methods of advertising and the content of official bulletins of these institutions will be a part of the recommendations of the Committee.

Other considerations with respect to the policies of business schools will include the official name of the school, the annual inspection, tuition rates, ethical relationships, correspondence instruction, the placement of students, the issuance of certificates and diplomas, the changes in standards, and details and conditions pertaining to the general tone of the school.

A Committee was named to direct the process of developing a code of ethics and proper standards for the establishment and operation of Business Schools in Pennsylvania:

Edward M. Hull, President Banks College, Philadelphia—*Chairman*.

P. S. Spangler, Duff's Iron-City College, Pittsburgh

J. H. Seeley, Scranton-Lackawanna Business College, Scranton

C. R. McCann, McCann School of Business, Reading

Gerald Devaux, Cambria-Rowe Business College, Johnstown

Paul L. Cressman, Director Bureau of Instruction, Pennsylvania

E. D. Grizzell, Secretary Middle States Association of Colleges and Secondary Schools, Philadelphia

C. V. Erdley, Superintendent of Schools, Hanover

E. B. Gernert, Principal—Abington Township High School

## 6,000 Boys Learn How to Farm

Pursue Projects in Live Stock, Fruit, Flowers, Grain, and General Produce

Million Dollar Enterprise

H. C. FETTEROLF  
*Chief Division of Agricultural Education*

More than 6,000 boys enrolled in the secondary schools of Pennsylvania are becoming practical farmers by carrying out projects in the raising of livestock, fruit, flowers, and grain, as well as by developing various other types of practical farm work. The 6,320 students enrolled in these agricultural courses, according to the Superintendent, last year sold products valued at almost \$1,000,000 and made a profit for themselves of \$296,525.

Included in this vast practical educational program are a score of types of projects. Most popular is gardening and trucking in which some 2,000 boys are participating. They have under cultivation over 500 acres. Another popular project is the raising of poultry, in which approximately 1,000 boys are taking part in raising 175,000 birds. Last year the farm boys in the schools of Pennsylvania sold 200,000 pounds of broilers, and in addition kept 82,000 pullets and cockerels for stock. They likewise disposed of 244,000 dozen eggs. Swine is an activity that has interested over 500 future farmers. Involved in these projects are 1,200 animals which netted the boys \$54,000 gross credits, and a profit of nearly \$20,000. They sold 184,000 pounds of pork liveweight, 112,000 pounds of pork dressed, and 1,300 offspring.

Other projects included in the work of these 6,000 enterprising boys, are growing corn, potatoes and fruit, and beef raising, dairy cattle, bees, and sheep. Some of the projects sponsored by the secondary school

agricultural departments are of unusual type, such as raising rabbits, growing tobacco, improving the home, keeping farm accounts, practicing farm mechanics, and studying farm management. Activities relating to producing 720 acres of small grain, 687 acres of flowers, and 1,000 acres of corn, are still other practical projects that have been successfully developed by the students enrolled in these departments of study.

The products accruing from the efforts of the boys pursuing farm projects in the public schools of Pennsylvania last year yielded a total income of approximately \$1,000,000. This impressive output included the following: cattle, 212,000 pounds; honey, 16,000 pounds in the comb, 8,000 pounds of extracted honey, and 127 new bee colonies; corn, 75,000 bushels on the ear, 19,000 tons of stover, and 1,000 tons of silage; milk, 356,000 pounds, and butter, nearly 4,000 pounds; veal 19,000 pounds liveweight, 2,000 pounds dressed, and 215 offspring; fruit, 11,000 bushels, and 2,000 crates; potatoes, 86,000 bushels; poultry, 200,000 pounds liveweight, and 82,000 pullets and cockerels, and 234,000 dozen eggs; rabbits, 518 pounds liveweight, and 189 offspring; sheep, 27,000 pounds liveweight, 7,000 pounds dressed, 7,000 pounds of wool, and 320 offspring; small grain, 23,000 bushels, and 782 tons of straw; swine, 184,000 pounds liveweight, 112,000 pounds of dressed pork, and 1,300 offspring; and tobacco, 8,600 pounds.

## FROM SCHOOL TO LIFE A CRITICAL PASSAGE

Educational Statesmen Assume  
Responsibility of Follow-Up Service

H. FRANK HARE  
*Chief Division of Secondary Education*

The modern school no longer contents itself with guiding and assisting the learner merely during the years he is in attendance at the institution. The present point of view attempts not only to adapt the child for living while in school, but to enable him to adapt himself to contemporary life after he leaves school.

The adjustment of a new graduate to actual situations in life following graduation is a critical problem. For that reason those engaged in public education do not assume that the adjustment will take place automatically or even with the help of family and friends. While the transition from secondary school to college is critical enough, the transition from secondary school to life is still more critical. This is especially so in cases where the student leaves school before graduation.

Less than fifty per cent of secondary school graduates enter college. Accordingly the majority of secondary school students enter vocational and citizenship careers directly after leaving school. The problem of assisting a student out of school to situate himself in a complex modern society constitutes one of the most serious problems confronting public education today. In addition to the adjustments necessary in finding a suitable location, there are numberless personnel and social adjustments that need to be made.

To meet this problem, the public schools are enlarging their guidance services in such a way as to extend this aid beyond the limits of the school career of the student. When a student leaves school his need for counsel of a vocational and personnel nature is greater than at any other time. Such counseling to be effective must be based on a knowledge of the individual's specific abilities and attitudes as well as a knowledge of social life.

In addition to the counseling afforded by the public school, there are various agencies of employment that lend assistance in this problem. Newspapers through their "want ad" column are one of these. Federal and state governments are providing placement services for individuals; and there are likewise private agencies that contribute to this important function.

A third factor, and possibly the most practical and effective at the present time, is the principle that learning takes place best when the need for the learning is most keenly felt. Once placed in an actual life situation, the individual begins struggling to adapt himself in the most comfortable and effective manner. Thus by experience in the particular situation does he learn how to solve his problems from day to day. His preparation at school has to a certain extent accustomed him to the solution of problems placed before him. This acquired ability, together with the wise counseling of educators and the cooperation of agencies including government, newspapers, and others, are going far toward solving this crucial problem of youth today.

## 17,000 Home Projects Completed by Pupils

Useful Household Activities Carried On as Part of School Program

Necessary Services Claim Greatest Number

ANNA G. GREEN  
*Chief Division of Home Economics Education*

More than 17,000 individual home projects were completed last year by some 11,000 girls in the Home Economics Departments of the public schools of the Commonwealth. These projects pertained almost entirely to duties and activities relating to home life. Part of the work was done in the school, but by far the greater portion was executed in the homes of the students. In this way, the projects do not infringe greatly on the students' school time, though the educational value of the activity is equivalent to that of almost any other course pursued.

The most popular projects undertaken by the students enrolled in the work comprise those activities in the home which are generally considered most essential. For example, nearly 5,000 of the projects consist of making new and remodeling old clothing for members of the family including the apparel of the student. Approximately 2,500 of the projects relate to planning, preparing, and serving meals in the home; 1,500 consist of activities involved in daily and

weekly cleaning in the home; and 1,200 deal with family baking. Other projects which rate very high in the frequency of their selection by the students, are as follows: 1,000 on the care and repair of personal and family clothing, including laundering, mending, and pressing; 975 on redecorating and refurnishing various rooms in the house; 775 on preparing new dishes for meals; 550 on handicraft, such as crocheting, knitting, quilting, needle point work, braiding rugs, and painting kitchen and bedroom accessories; 500 on the improvement of personal appearance; 475 on assuming responsibility for the care of the home; 375 on the development of a pleasing personality; 250 on the care and entertainment of children; 175 on planning and supervising a child's diet; 160 on planning a wardrobe and buying clothes; 150 on planning desirable recreation for the family; 150 on canning and preserving foods; 150 on budgeting personal and household expenses; and 150 on planning and packing school lunches.

## EXPERIENCE, THE ESSENCE OF EDUCATION

### Criteria of Curricular Content Named

ALAN O. DECH

*Chief Division of Curriculum Construction*

The instructional program of the public schools is limited by the in-school time of the learner and should, therefore, contain only such materials as are vital and significant in the educational development of the pupil. From the vast resources of content material for educational purposes, teachers and professional leaders must select with care that which is used as materials of instruction.

The content of the curriculum has been defined as the sum total of all the experiences which the child has under the direction and supervision of the school. The selection and organization of these experiences is one of the most important functions of teaching. Accordingly, the subject matter of the program should be selected in accordance with the standards that will safeguard the interests of society as well as of the child as an individual.

The current issue of the Journal of the Natural Education Association sets forth a dozen criteria by which to gauge the effectiveness of curriculum content:

1. It should involve significant race culture.
2. It should be selected with reference to its value in giving the child an understanding of present day society.
3. It should appeal to the interests of children and serve their immediate needs.
4. It should be of high potential value in adult life.
5. It should contribute to the purposes of society in maintaining the schools and to the developmental needs of children.
6. It should be in harmony with the spirit of democracy.
7. It should develop in pupils such understandings, appreciations, attitudes, and automatic responses as are necessary for participation in constructive social life.
8. It should give the child the widest possible range of experiences suited to his maturity.
9. It should be selected with reference to individual differences among children in interests, in abilities, and in the capacity to learn.
10. It should make provision for continuous, consecutive, and cumulative growth throughout school life.
11. It should be selected in terms of its value in developing independence and power.
12. It should contribute to the child's mental and physical health and development.

Knowing as we do that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity?

—HORACE MANN

## Department of Public Instruction Cooperates with Japanese Foundation

### Infant Welfare Promoted on Two Continents by Joint Effort

ROBERT C. BERNREUTER

*Chief Division of Special Education*

The Department of Public Instruction through the Division of Special Education is cooperating with the Aiiikukai Foundation of Japan by exchanging information, reports, publications, and survey data relating to infant and maternity welfare as carried on in the institutions of the Commonwealth. The expansion of the public education program in Pennsylvania so as to include children not ordinarily enrolled in the public schools has attracted the attention of this educational foundation in the Orient.

The Aiiikukai Foundation, which is financed by an Imperial Endowment, was established in 1934 in commemoration of the Crown Prince, Akihito Tsugunomiya. The educational program of the foundation is administered by the Minister of Education of Japan. In the interests of the protection and education of children as well as their mothers, the foundation, which has an Imperial endowment of 750,000 Yen, has been receiving contributions from private citizens who are interested in the upbringing of children.

Among the activities of the foundation are the following: Guidance, protection and education of infants and children, maintenance of facilities for children's social education through libraries, playgrounds, motion pictures, and the diffusion of information concerning the rearing of children. The foundation contemplates the erection of a library of research for the synthetic study of children from a psychological, medical, social, and educational point of view. It is likewise at work organizing groups of women in every town and village in order to carry out its objectives of promoting sound, mental, and physical development of children.

The foundation is situated in the building of the Department of Education in Tokyo, Japan.

## SERVICE FOR NURSES

LOIS L. OWEN

*Advisor Division of Health Education*

School nurses are frequently called upon to give talks before student groups and others on nursing as a profession. The Pennsylvania State Nurses' Association will send to any school nurse upon request pertinent facts related to this topic. If school nurses will give the enrolment of the school, the territory served by the school and other facts of interest, the information will be worked up to fit the local situation insofar as possible.

Requests should be addressed to Mrs. Katherine Miller, Assistant General Secretary, 400 N. Third Street, Harrisburg, Pennsylvania.

## RAPID RISE IN ENROLMENTS

### 165% Gain in Secondary Schools in Sixteen Years

### College Attendance Increases 100%

DONALD P. DAVIS

*Chief Division of Child Accounting  
and Research*

Enrolment figures compiled by the Office of Education indicate several significant trends. From 1920 to the current year, secondary enrolments have risen from approximately 2,400,000 to 6,400,000, or a gain of 165%; while those graduating from secondary schools during the same period rose from approximately 300,000 to 900,000, or a gain of 193%. The difference between 165% gain in enrolment and 193% gain in graduates suggests the increasing holding power of the secondary schools of the nation. This holding power is largely due to the enlarged and enriched program of instruction offered by the public schools.

Figures from the same source reveal that the number of teachers from 1920 to the present year has increased from 800,000 to 1,000,000, a gain of only 29%. School officials and citizens as well, have noted with considerable interest the fact that while enrolments of pupils increased as much as 165% during the sixteen year period, the number of teachers has increased only 29%.

On the college level, the enrolment increased from approximately 600,000 to 1,000,000, or a gain of 97%; while the number of students graduating from college increased from 48,000 to 137,000, an increase of 183%. Thus it is seen that the college is keeping pace with the secondary schools with regard to increased enrolments.

In a special study dealing with colleges and universities, it was revealed that enrolments in universities under public control increased nearly 9%, while those in colleges of arts and sciences increased somewhat less than 5%. The largest increase in college enrolments occurred in the technological schools while the smallest increase occurred in the teachers colleges of the nation. The most notable current trend shows an increasing interest in engineering and commercial education on the college level.

## THE AMERICAN STATESMAN

In our country, and in our times, no man is worthy the honored name of a statesman, who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence; and by these he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman.

—HORACE MANN

## STATES SHARE SCHOOL COSTS WITH LOCAL DISTRICTS

Ratio Ranges from 93 to 2 Per Cent

Pennsylvania Ranks Twenty-sixth

CLARENCE E. ACKLEY  
*Director Bureau of Administration  
and Finance*

While every effort is being made to guarantee adequate educational opportunities to all the children and youth of the Commonwealth through the proper cooperation of the State with the local communities, recent figures on State support of schools compiled by the United States Office of Education are of general interest to school men and other folk concerned with educational problems. These data reveal the proportion of the total school costs borne by the several states.

For the United States as a whole the states contribute twenty-six per cent of the costs of public education. The share borne by the several states varies, however, from 93 per cent in Delaware to 2 per cent in Kansas. In Pennsylvania the State contributes 20.6 per cent of the cost of public education, leaving some 80 per cent to be borne by the local districts.

Many people in the Commonwealth have persistently expressed the opinion that the State should bear a larger portion of the costs of public schools thereby relieving real estate, the principal source of local school revenue, of its present burden.

The following table prepared by the United States Office of Education, indicates the per cent of school revenue derived from the several states:

### PER CENT OF SCHOOL REVENUE FROM STATE RESOURCES

State	Per Cent
1. Delaware .....	93.1
2. North Carolina .....	68.3
3. West Virginia .....	54.1
4. Texas .....	52.3
5. California .....	48.9
6. Mississippi .....	45.0
7. Tennessee .....	44.9
8. Utah .....	39.7
9. Alabama .....	39.6
10. Georgia .....	37.4
11. Washington .....	37.3
12. Indiana .....	36.3
13. Louisiana .....	36.1
14. New York .....	34.1
15. Maine .....	33.3
16. Michigan .....	32.2
17. Oklahoma .....	31.2
18. Florida .....	31.0
19. Arizona .....	30.6
20. South Carolina .....	30.0
21. Virginia .....	29.0
22. Minnesota .....	26.8
23. Kentucky .....	25.6
24. Wyoming .....	25.4
25. Maryland .....	24.7
26. Arkansas .....	21.7
27. Pennsylvania .....	20.6
28. Wisconsin .....	20.6
29. South Dakota .....	18.8
30. New Mexico .....	18.3
31. Nevada .....	16.2

## TREND TOWARD NON-FICTION

Causes Noted

JOSEPH L. RAFTER  
*Director State Library and Museum*

A recent study covering public libraries in thirty-one cities of more than 200,000 population indicates a total circulation of nearly 100,000,000 books in one year, which represents a gain of 3% over an equivalent period five years ago. During the five year period, while the borrowing of fiction books increased less than 1%, the circulation of non-fiction books rose by 21%.

The notable increase in the reading of non-fiction publications may be attributed to several current causes. One of these is the recent development of adult education programs throughout the nation. Many of these involve classes which devote their attention to the study of economics, civics, and other aspects of contemporary life. The public school program, likewise, is more and more relating its activities with current interests, thus developing the use of non-fiction materials in classroom studies. The increasing use of libraries by people in school as well as by those out of school, in order to keep informed as to the ever-changing social conditions, is also a factor that induces people to read books and periodicals of a non-fiction nature.

The expanding facilities and educational offerings of the public schools, together with lack of employment opportunities outside of schools, has led a considerable percentage of youth into post-graduate classes. Here they are surrounded with opportunities for studying current affairs and thus become interested in reading informational, scientific, biographical, and other non-fiction literature. Interest in government and economic affairs has increased materially with the institution on the part of the Federal Government of new service agencies. This interest has found expression in increased reading on current problems of American democracy. Librarians have reported a considerable rise in the demand for books and magazines dealing with economic, civic, and political affairs.

This growing interest in non-fiction literature is a clear indication of the tendency on the part of people to assume a practical interest in public affairs. This tendency is a constructive one and offers an inducement toward making the public school serve actual needs in community life today.

32. Vermont .....	16.0
33. Ohio .....	15.7
34. North Dakota .....	13.6
35. Massachusetts .....	11.9
36. Missouri .....	10.5
37. Montana .....	9.8
38. Connecticut .....	9.5
39. New Hampshire .....	9.3
40. Idaho .....	9.0
41. Illinois .....	8.8
42. New Jersey .....	6.7
43. Rhode Island .....	6.3
44. Nebraska .....	6.0
45. Colorado .....	3.6
46. Iowa .....	2.2
47. Oregon .....	2.2
48. Kansas .....	1.9
UNITED STATES as a whole..	26.0

## VISUAL INSTRUCTION VITAL

Enriches and Enlivens Materials of Learning

Use of Mechanical Aids Increases

GERTRUDE B. FULLER  
*Assistant Director State Library and Museum*

One of the most convenient, vital, and widespread methods of learning is through visual media. This means of acquiring information, knowledge, and other impressions is not only swift but pleasant. Through the means of visual education the physical world from pole to pole and from past to present can be brought within range of the smallest child in the most remote classroom of the Commonwealth. Teachers of Pennsylvania under the present professional program acquire skills and abilities necessary to provide the pupils of Pennsylvania with the advantages possible through visual instruction.

Despite the importance and effectiveness of visual education, there are in Pennsylvania hundreds of public and private schools inadequately equipped with motion picture projectors, film supplies, radios, and other visual-audio aids necessary for the transmission of knowledge and ideas with the effectiveness which is now possible. The schools of our Commonwealth accommodate 2,500,000 men, women, and children in the quest for education, and the returns from the use of such improved facilities would be immeasurable when realized on such a wide scale.

Among the types of equipment that are adapted for schoolroom use are lantern slides, motion picture and radio facilities. slide projectors, silent and sound motion picture projectors, radio receiving sets, and central radio sound systems. Frequently one instrument may serve several schools by a mutual exchange arrangement.

## CENSORS REVIEW 5000 ITEMS IN MONTH

MRS. A. MITCHELL PALMER  
*Chairman Pennsylvania Board of Censors*

The Pennsylvania State Board of Censors, whose function is to examine and regulate the showing of Motion Picture Films in the State, reviewed approximately 5000 reels and subjects during the current month. Of this total more than 4000 of the items were Motion Picture reels, and 1000 were educational subjects and short features. Only one of the items was disapproved for showing.

The field inspectors, who function under the Board, visited 57 towns and 367 theatres. During these visitations 5000 reels and 1300 other subjects were examined.

The State Board of Censors not only administers its program under the Department of Public Instruction but correlates its activities with the standards and trends of the Public Education Program of the State. It likewise cooperates with educational agencies in communities with regard to "Block Booking," and other regulations affecting local social and educational policies.

## STATE COUNCIL AUTHENTICATES COLLEGE COURSES

Appoints Committee to Study Junior  
College Standards

### DUTIES DEFINED

The State Council of Education at a recent meeting made several recommendations affecting the curricula of certain colleges in the Commonwealth. The Council voted that Library Science courses completed during the summer session at Villa Nova College may be accepted for teacher certification purposes. Part-time courses as well as summer session courses completed at this institution in the field of elementary education will also be accepted for certification.

Marywood College at Scranton received approval for the preparation of vocational home economics teachers. Albright College was likewise approved for the preparation of teachers in this field.

Bucknell University Junior College at Wilkes-Barre was given recognition as an accredited institution in this level of educational service. The Committee on higher education under the State Council was directed to make further studies concerning standards for junior colleges in Pennsylvania.

The annexation of a portion of Wayne Township School District to the Ellwood City Borough School District was approved by the Council at this session.

The State Council of Education contributes to Pennsylvania's program by serving as an advisory body to the office of the Superintendent of Public Instruction. In this capacity it assists in formulating and recommending to the Governor and the General Assembly such Legislation as may be needed to equalize educational opportunities for all parts of the Commonwealth and to make the public schools more efficient and useful. Other functions are the determining of regulations for the certification of teachers, approving articles of incorporation for the establishment of colleges in Pennsylvania, ratifying sites for the consolidation of schools, and ruling on the continuation of one-room schools. The Council, likewise ascertains the true valuation of assessable property per teacher for each school district, inspects schools and institutions receiving state-aid, and acts as a State Board for the administration of Federal and State appropriations for vocational education. The new appropriation of approximately \$1,000,000 for Pennsylvania under the new Federal George-Deen Act presents to this body the problem of using the fund to the best advantage in developing and extending the vocational education program in the Commonwealth.

The Council is also charged with the control and management of the State School Fund.

Never before have men needed music, reading, athletics as they do at this minute. Those in charge of recreation in our communities have as great a responsibility as those who handle relief.

## STATE BOARDS EXAMINE CANDIDATES

### Hold Hearings

JAMES A. NEWPHER  
*Director Bureau of Professional Licensing*

Several of the State Boards which function through the Bureau of Professional Licensing in the Department of Public Instruction conducted examinations throughout the State for candidates in Medical Education, Veterinary Practice, Real Estate Operation, Pharmacy, Optometry, and Beauty Culture. Of more than 1,700 candidates examined almost 1,000 were interested in Beauty Culture. Real Estate claimed the next highest number, 652; fifty-six were examined for Medicine; thirty-one for Pharmacy; and five for Optometry.

Ten of the sixteen Professional Examining Boards held meetings during the past month. These included the Boards and Committees on Dentistry, Veterinary Medicine, Architecture, Real Estate, Beauty Culture, Medicine, Nursing, Pharmacy, Optometry, and Barbering.

The Law Enforcement Division in the Bureau of Professional Licensing during the month conducted twenty-eight barber hearings and two real estate hearings. Twelve of the barbers heard were suspended and eleven placed on probation. Four cases were held under advisement and one continued. Both real estate hearings were likewise to be continued.

## STATE SCHOLARSHIPS

### Score of States Grant Educational Gratuities

#### Residence a Factor

More than twenty states of America now provide by law various kinds of scholarship aid to enable citizens to attend State institutions of learning. Most common beneficiaries of these gratuities are orphans of war, prospective teachers, agricultural students and medical and engineering candidates. The chief objective in these grants is apparently the preparation for public service with a view to developing the human, industrial, and natural resources of the State to its maximum capacity. The scholarships thus operate to the mutual benefit of the students and the State.

There are, however, a great number of State scholarships given for study in the general field of higher education without reference to preparation for a specialty. Good character and ability are the chief qualifications demanded for these gratuities, which range in value from \$50 to \$350, and which are usually distributed in equal numbers to the counties or legislative districts of the State. Competitive examinations, class standing in the secondary schools, or a combination of these, are other criteria used in selecting candidates.

In Pennsylvania the State appropriates money annually for one scholarship to each county, which may be used at any of the fifty-three privately endowed approved colleges and universities in the State or at the Pennsylvania State College.

## STATE-WIDE TESTING STUDIED

### Found Valuable Aid to Guidance of Elementary Pupils

#### Doubtful Eligibility Device

W. RAY SMITH  
*Chief Division of Personnel Examinations*

A recent study has been made by the United States Office of Education with a view to determine the extent and value of state-wide tests. Special attention was given to those devised for seventh and eighth grades of rural schools as devices for measuring the eligibility of these pupils for promotion to junior or senior secondary schools. The study concerned itself with such aspects of state-wide testing as their uniformity of construction, manner of administration, effect on the progress of the pupil, types of tests used, and the various purposes they serve.

It was found that twenty-one states administer state-wide examinations at the end of their elementary school period, and that sixteen other states administer elementary school graduating examinations on a county-wide basis. In some cases the State Department of Public Instruction assumes only the task of preparing of the examinations while in other cases it concerns itself with the construction of the tests, the procedure of the examination, and the analysis of the results.

The prospective secondary student usually undergoes examinations in arithmetic, reading, spelling, English, history, civics, geography, physiology, and hygiene. The types of examination, which are for the most part constructed locally comprise the essay type as well as objective types. These latter include questions requiring the pupil to fill in blank space with missing words; determine the truth or falsity of given statements, select the true answer from four or five given answers, and underline correct forms appearing among erroneous forms. Usually an average of seventy or seventy-five for all tests taken is required to qualify the pupil for promotion to the secondary school.

The conclusions of the study indicate that where a need for better pupil guidance or knowledge of individual differences or a check upon the efficiency of the curriculum is desired, a testing program of this kind is of substantial value. However, when these examinations are used mainly to determine eligibility for graduation from the elementary school, their use is distinctly doubtful. In any event flexibility in the testing program is strongly recommended.

#### ARBOR AND BIRD DAY

(Concluded from page 20)

*By these observances, we shall not only manifest a due appreciation of the generous benefactions of Nature, and preserve and improve that beauty for future generations, but we shall inculcate in our children and youth an enduring interest in natural beauty to the end that they may forever perpetuate these natural resources for the prosperity, happiness and general welfare of this Commonwealth.*

GEORGE H. EARLE  
Governor of the Commonwealth

## EDUCATIONAL PERIODICALS

### GENERAL IN SCOPE

Among periodicals dealing with the more general aspects of education are the following:

1. AMERICAN TEACHER  
506 South Wabash Avenue  
Chicago, Illinois
2. EDUCATION  
120 Boylston Street  
Boston, Massachusetts
3. THE EDUCATION DIGEST  
Post Office Box 100  
Ann Arbor, Michigan
4. EDUCATIONAL RECORD  
744 Jackson Place Northwest  
Washington, D. C.
5. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION  
1201—16th Street Northwest  
Washington, D. C.
6. PROGRESSIVE EDUCATION  
310 West 90th Street  
New York, N. Y.
7. SCHOOL AND SOCIETY  
Grand Central Terminal  
New York, N. Y.
8. SCHOOL LIFE  
Office of Education  
Washington, D. C.
9. THE SOCIAL FRONTIER  
534 West 124th Street  
New York, N. Y.

### ADMINISTRATION AND SUPERVISION

Among periodicals dealing with the administrative and supervisory aspects of education are the following:

1. AMERICAN SCHOOL BOARD JOURNAL  
407 East Michigan Street  
Milwaukee, Wisconsin
2. BULLETIN OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS  
5835 Kimbark Avenue  
Chicago, Illinois
3. EDUCATIONAL ADMINISTRATION AND SUPERVISION  
10 East Center Street  
Baltimore, Maryland
4. EDUCATIONAL LAW AND ADMINISTRATION  
9 West Fourth Street  
Cincinnati, Ohio
5. EDUCATIONAL METHOD  
Teachers College, Columbia University  
New York, N. Y.
6. NATIONAL ELEMENTARY PRINCIPAL  
1201—16th Street Northwest  
Washington, D. C.
7. NATION'S SCHOOLS  
919 North Michigan Avenue  
Chicago, Illinois
8. SCHOOL EXECUTIVE  
1126 Q Street  
Lincoln, Nebraska
9. SCHOOL MANAGEMENT  
9 East 40th Street  
New York, N. Y.
10. STUDIES IN EDUCATIONAL ADMINISTRATION  
1201—16th Street Northwest  
Washington, D. C.

## HORACE MANN CENTENNIAL

DR. LESTER K. ADE

(Concluded from page 20)

schools and succeeded in founding the first institution of this kind in America at Lexington, Massachusetts in 1839. Character and citizenship were the goals he sought through public education and his ultimate objective was to maintain, propagate, and perpetuate these ideals.

### THE WISDOM OF MANN

Crystallized from the writings of Horace Mann are many practical bits of wisdom. These, better than any exposition of his philosophy by another, reveal the generous motives and sensible judgment that characterized his great work in behalf of public education.

Following are some of his trenchant remarks:

The object of the Common School system is to give to every child a free, straight, solid pathway by which he can walk directly up from the ignorance of an infant to the knowledge of the primary duties of man.

The highest service we can perform for others, is to help them to help themselves.

Education is our only political safety. Outside of this ark, all is deluge.

A patriot is known by the interest he takes in the education of the young.

The Common School is the greatest discovery ever made by man.

In our country, and in our times, no man is worthy the honored name of statesman, who does not include the highest practicable education of the people in all his plans of administration.

Had I the power I would scatter libraries over the whole land as the sower sows his wheatfield.

I hold treason against this government to be an enormous crime; but great as it is, I hold treason against free speech to be incomparably greater.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.

I beseech you to treasure up in your hearts these my parting words: Be ashamed to die until you have won some victory for humanity.

### TRIBUTES

An American who has rendered such widespread and significant service could hardly go unnoticed and unappreciated by others who are devoting their lives to a common cause. Many of our contemporaries have paid tribute to the great Mann. Following are some of these expressions of appreciation:

High on the list of great Americans, beside the names of Franklin, Washington, Jefferson, and Lincoln, stands the name. Horace Mann, father of our system of free public schools. He taught that even as plants can be improved by cultivation, people can be improved through education. His faith in the people, in the free common school, and in the blessings of self-government was so great that he gave up his life to the cause of education. Leaving the practice of law and withdrawing from the Massachusetts State Senate of which he was

president, Horace Mann became secretary of the Massachusetts Board of Education July 1, 1837. He went among the people urging them to make their schools better—to improve school buildings, to provide better books and equipment, to enrich the course of study, and above all to provide better teachers. Year after year, in spite of poverty and ill health, amid every handicap and discouragement, Horace Mann carried on. And today wherever the common school opens the door of opportunity, his name is held in grateful remembrance.—*Joy Elmer Morgan.*

Horace Mann: The greatest of the American prophets of education in and for democracy.—*John Dewey.*

Horace Mann was truly one of the great emancipators of his time. He carries forward the "American dream" of the Founders of the Republic, and wrote a thrilling chapter in the advance of effective democracy in this country.—*E. H. Lindley.*

Wherever teachers would teach or children would learn, there dwells the spirit of this friend of mankind, statesman, and educator, Horace Mann.—*Payson Smith.*

It is the business of education to keep bright the torch which lights our upward and difficult path, and our business as educators to follow the high example of Horace Mann in discovering ever brighter torches and more direct paths.—*Karl T. Compton.*

The spirit of Horace Mann is immortal—his pioneering, his devotion to truth, his mortal fervor, his insistence upon the social purposes of education and its necessity in a democracy.—*Homer C. Corry.*

Horace Mann's far-reaching work in public education has earned him the title of "father of the common school." Of nearly equal importance were his subsequent contributions to higher education as president of Antioch College.—*A. D. Henderson.*

The career of Horace Mann is really a tribute to freedom and democracy. He could not dictate his reforms; he could only explain their nature and urge their trial. That is the only way whereby truth can make its victories.—*Stephen Duggan.*

### APPROPRIATE ACTIVITIES

In celebrating this great occasion the public schools as well as various other institutions and social agencies are developing various forms of appropriate exercises and activities. Cooperating in the celebration are the National Education Association, which is sponsoring the event, the National Council of State Superintendents, the Parent Teachers Associations, the various State Education Associations, districts, colleges and schools of education, the press, the radio, motion pictures, and so on. Some of the appropriate activities developed by these agencies consist of studying the life of Horace Mann, preparing pageants, hearing and giving addresses on Horace Mann's contribution to free education and naming schools in honor of this pioneer educator.

A commencement packet containing a variety of materials appropriate for senior classes has been prepared by the National Education Association and is available to schools. Among other things this packet contains a bibliography of literature relating to Horace Mann.

# Intelligence a Potent Factor in Language Study

## State Test Results Indicate Linguistic Sense Outweighs Formal Preparation

### Latin Predominates Among Four Tongues

JAMES G. PENTZ

Chief Pre-Professional Credentials Division

The last Annual State Scholarship Examination which was given to more than 3,000 selected seniors from the secondary schools of Pennsylvania placed particular emphasis on intellectual acumen rather than on the accumulation of information. In the portion of the Examination devoted to foreign languages the results of the Examination revealed that mental alertness and brilliance outweigh formal preparation. This conclusion is based on the fact that students who had eight semesters of preparation in a foreign language attained only slightly better scores than those having little or no formal preparation. For example, in Spanish the average rating of students having no preparation was 50, while that for students having eight semesters of preparation was only 57. In French the average rating of students having no preparation was 47, while that of students having eight semesters was only 57. In Latin, however, the advantage of preparation appears to be somewhat greater; for students

having no preparation averaged 42, while students with eight semesters of preparation averaged 58. Strangely, in the field of German students having no preparation rated three points higher than the students who had eight semesters of preparation. These facts would lead to the conclusion that factors other than formal preparation account for achievement in language work; and the factor apparently most operative in these instances is that of mental ability.

Of 3,358 candidates who took the Examination in foreign languages, 1,494 had no preparation in French, 2,936 had no preparation in German, 3,196 had none in Spanish, and 400 none in Latin. Forty of the candidates had eight semesters in French: five had eight semesters in German; three had eight semesters in Spanish and 739 had eight semesters in Latin. The commonest amount of preparation was four semesters in the several languages under consideration.

# TEACHING SCHOOL BY RADIO

## Instruction by Air Must Meet Standards of Classroom Practice

DR. LESTER K. ADE

Superintendent of Public Instruction

Teaching school by radio has developed to the point whereby it requires systematic regulations if it is to function toward the promotion of the objectives of public education. With each innovation in public school service there develops the need for the establishment of sound principles on which the new procedure can operate most effectively. Accordingly, with the increasing use of radio in the schools standards need to be established covering such phases of the service as the program content, the sponsors of the program, the relations covering advertising, and the total effect of the unit of instruction under consideration.

Important considerations with relation to the content of the program would include the source of information. This should be not only authoritative and reliable, but directly applicable to the work which the class is engaged in at the time. It should also exemplify the best standards in the field of expression in which the program is given. The content should be appropriate to the grade level which is to profit by it and should encourage the listener to participate further in programs of a similar kind and to explore the activity as a means of self-expression.

It is further important that the directions should be easily understood by the listener and sufficient time allowed after each step for the pupils to assimilate what has been said or done. It is also necessary that the programs be organized so that there is a cumulative value developing from listening to a series, one leading into the other.

While it may not be necessary for those delivering educational programs by radio to be certified as teachers, yet, they should be accepted by authorities in the field represented by the program. The personnel should be such as to lend importance to the material of instruction by virtue of the prominence which they enjoy.

If advertising is to be used in the school radio program it should constitute a very minor portion of the time and be distributed at the beginning and at the end of the program proper. Likewise, it should not only represent an acceptable commodity but be an honest representation of the product.

The principal criterion of an educational radio program, however, must be the total effect which it has upon the class. This effect can be gaged by checking it against such essential objectives of education as good health, effective expression, worthy home membership, vocational values, citizenship preparation, and ethical character. A radio program that can be accepted in the public school must be socially constructive in a way similar to the regular program of studies.

## COMMENCEMENT SUGGESTIONS FOR 1937

### BOOKS

Author	Title	Publisher	Date
Baker	Dramatic Bibliography	Wilson	1933
Baker	Dramatic Technique	Houghton	1919
Baker	The Art of Producing Pageants	Baker	1925
Bates	Pageants and Pageantry	Ginn	1912
Hazeltine	Anniversaries and Holidays	A. L. A.	1928
Hamilton	So You're Writing a Play	Little	1935
Linnell	The School Festival	Scribner	1931
Malevinsky	The Science of Playwriting	Brentano	1925
Matthews	Principles of Playmaking	Scribner	1925
Russell	How to Produce Plays and Pageants	Doran	1923
Sanford	Pageants of Our Nation	Dodd	1929
Swan	How You Can Write Plays	French	1927
Taft	The Technique of Pageantry	Barnes	1921
Withington	A Manual of Pageantry	Bloomington	1914

### PERIODICALS

1. Graduation Minus Boredom  
Journal of Education: April 15, 1935
2. Writing the School Pageant  
Education: September 1936  
An excellent bibliography follows this article.
3. Pageant and Play as an All School Project  
National Elementary School Principal: July 1935
4. Pageant as a School Project  
High School Teacher: January 1933
5. Producing a School Pageant  
High School Teacher: April 1932
6. Pageant as a Type of Promotion  
Junior-Senior High School Clearing House: January 1930
7. New Type Commencement  
Drama: May 1928
8. Music for the Local History Pageant  
Etude: August 1934
9. Yorktown as Washington Never Saw It  
Literary Digest: October 31, 1931
10. Historical Pageants in Education  
Overland: May 1930
11. Pageant of the Old West  
Review of Reviews: May 1929
12. New Pageantry  
Theatre Arts Magazine: August 1930

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## Public Instruction Members Participate in Annual Schoolmen's Week

Assist in Conferences Dealing With Various  
Phases of Public Education

### SUPERINTENDENT ADE ADDRESSES CONVENTION

Thirteen members of the Department of Public Instruction, representing various divisions of educational service in the State, took part in the program of the 24th Annual Meeting of Schoolmen's Week in Philadelphia, March 10-13. The sessions of the Convention, which were held at the University of Pennsylvania, were featured by open meetings, discussions, conferences, demonstration lessons, and clinics, in addition to numerous dinner and luncheon meetings. The members of the Department brought to these sessions a state-wide point of view on vital questions relating to the public education program.

State Superintendent, Lester K. Ade, addressed the general session, which included the members and delegates to Schoolmen's Week as well as the Southeastern Convention district, in the Irvine Auditorium, on Thursday, March 11. The theme of the session was "The Status of Legislative Problems Affecting Pennsylvania's Public Schools." Doctor Ade's contribution to the subject consisted of a discussion on "Financing Public Education in Pennsylvania." Included on the same program were the Reverend Frank M. Ruth, Chairman of the Education Committee in the State Senate, and the Honorable Harry J. Brownfield, Chairman of the Education Committee in the State House of Representatives. Herbert S. Stockton, President of the Pennsylvania School Directors Association, likewise contributed to the discussion.

Other members of the Department who took active part in the program of the week included Dr. Gerald D. Whitney, Deputy Superintendent of Public Instruction, who addressed a Roundtable Meeting on, "Certification Changes in View of the Tenure Bill." Doctor Whitney also spoke before the Industrial Education Section on, "The Effect of the George-Deen Act on Vocational Education in Pennsylvania," and participated in a Panel Discussion on "Public Education With Relation to State and Community Opportunities for the Continued Guidance of Out-of-School Minors."

Dr. Paul L. Cressman, Director of the Bureau of Instruction in the Department, also took part in three meetings during the Week. He served as Chairman of a Conference on "Identifying the Needs of Youth," discussed "Safety Education Plans for Pennsylvania" at another Sectional Meeting of school men, and served as Chairman of the Conference on "Industrial Education."

Dr. Clarence E. Ackley, Director of the Bureau of Administration and Finance, talked on the subject, "Who Shall Control Our Schools?" This discussion was organized as a forum and was participated in by leaders of State and National organizations and institutions.

Also representing the Department were: Dr. Henry Klonower, Director of Teacher Education and Certification, who spoke on "In-Service Development of Teachers"; Mr. E. A. Quackenbush, Chief of the Division of School Business, who addressed the Conference on "Fundamental Principles of Efficient Budgeting"; Mr. J. Y. Shambach, Dep-

## THE PLACE OF EDUCATION IN OUR DEMOCRACY

THE HONORABLE GEORGE H. EARLE  
*Governor of the Commonwealth  
of Pennsylvania*

Public education is anchored in the nature of civilization. It is society's agent not only for preserving the cherished heritage of the race, but for developing the human, natural, and industrial resources which constitute the basis of progress. The Founder's of our Commonwealth, realizing that the processes of self-government rely on an informed citizenry, developed plans and urged the establishment of free public schools. They have served the social interest of our people and lighted the path of progress.

A state operating as a democracy implies the right of its citizens to propose measures of government, to freely discuss proposals, to determine policies, to decide issues at the polls, and to appraise, criticize, and amend decisions made in the interest of the public welfare. In all these fundamental functions one principle is clearly evident; namely, the necessity of an intelligent and informed electorate. An adequate system of public schools is one of the best means of insuring the proper education of all the children and youth of the State, and for this reason the responsibility for their support and control should impinge on the will of the people as expressed through their State and local government.

Services to the Commonwealth rendered by public education comprise the progressive enlightenment of children and youth, the promotion of orderliness of government, the contribution to public health, and the elimination of illiteracy. It is apparent then that public education is an excellent investment not only because of values in terms of individual and social advancement, but because of the great economies it effects.

I am in complete sympathy with the vast responsibilities of our public schools. I view them as one of the most important functions of our government. I am aware that the more our civilization develops the greater our social and cultural needs become. I am also cognizant of the fact that one of the principal tenets of democratic government is that the burden of costs of government be placed uniformly on all who participate directly or indirectly in its benefits and services. For this reason, I am especially anxious not only that all our citizens be well informed of the immediate pressing needs of our educational pro-

gram, but that they exert a concerted effort to promote the general welfare through educational services. The excessive demands on the biennial budget for relief and welfare activities have made it necessary for us to be circumspect in our budget recommendations.

Constructive steps for the long-range solution to the problem of financing public education are the enactment of an income tax law and the reorganization of the units of school administration. On frequent occasions I have expressed my feelings with relation to the need of a graduated income tax for the support of education. Here, I shall comment briefly on the reorganization of school districts in the interest of promoting not only better education but more equitable financial arrangement for public education.

From almost every angle small districts stand out as one of the major weaknesses in our present school system. Authentic studies indicate that the average budgets for the operation of elementary schools enrolling fewer than twenty-five pupils are as great as those for the operation of four-year secondary schools. Youth today needs a different kind of preparation from that of previous generations. The program of instruction must expand in accordance with social progress. Hence an enriched and enlarged curriculum is required in the modern school. The smallest of our districts, for the most part, find it necessary to rely on outside agencies for such necessary educational services as libraries, supervision of instruction, and health education.

The State as well as the local district has an interest in the problem of enlarging school districts; for in the larger arrangement the State contributes greater amounts for the support of schools. At the present time it is evident that our Commonwealth is subsidizing expensive and inferior school districts. What we seek is better education at lower cost, and there is substantial evidence that larger attendance areas would go far toward achieving this important goal.

I am hopeful that from the deliberations and conferences that are being held throughout the State on the problems of public education much good will come, and that the place of education in our democracy will be given the importance that it justly deserves.

uty Secretary of the School Employees' Retirement Board, who spoke on "The Local Administrative Unit"; Mr. C. Valentine Kirby, Chief of the Division of Art Education, who addressed a Conference on "The Teaching of Art"; Dr. Frank P. Maguire, Chief of the Division of Health Education, who discussed the topic "Present Problems in Health and Physical Education in Pennsylvania Public Schools"; Mrs. Lois Owen,

Advisor on Health Education, who took part in a Panel Discussion on the subject "How Does the School Nurse Fit into the Educational Program?"; Dr. Cecilia U. Stuart, Chief of the Division of Elementary Education, who contributed to a Panel on "Measurements Essential to Reading"; and Mr. Eugene P. Bertin, who spoke on "Teaching State History in the Schools" in a Panel Discussion devoted to that topic.

## FINANCING PUBLIC EDUCATION IN PENNSYLVANIA

DR. LESTER K. ADE

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The present system of distributing State subsidies to education in Pennsylvania is on the basis of true valuation of assessable property per teacher, and in accordance with the population classifications of the districts. Districts under the present Code are also authorized to establish and equip, with the assistance of State subsidies, additional schools or departments such as agricultural, home making, and industrial schools; kindergartens, libraries, consolidated schools, evening schools, schools for adults, parents' schools, playgrounds, museums, reading rooms, vocational schools, and schools for the blind, deaf, and mentally handicapped.

### III. SOME GENERAL PROBLEMS ON FINANCING PUBLIC EDUCATION

#### A. How Far Should the State Go in Support of Education?

Four vital principles underlie tax support for schools. (1) For its preservation and improvement the State sets a foundational program which is made a legal obligation of school districts. (2) To enable these districts to carry out a foundational program, the State invests in them authority to tax property for the necessary financial support. (3) To equalize the tax efforts of the districts, the State stands in readiness to add subsidies where needed. (4) to encourage progress the financial program is so organized as to enable enterprising districts to go beyond the foundational program.

The Constitution of the Commonwealth states:

*The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of the Commonwealth above the age of six years may be educated.*

The extent of State support for public schools in the United States increased from sixteen per cent to twenty-three per cent during the past fifteen years. Pennsylvania provides less than twenty per cent of the costs of public education, while the local districts pay approximately eighty per cent, and the Federal Government something less than one per cent.

There is a definite trend among states to pay an increasing share in the support of public schools, ranging from one-fifth to one-half of the total costs. Pennsylvania ranks among the lower brackets with respect to State subsidies for schools. While no State furnishes one hundred per cent of school costs, several furnish more than fifty per cent, and one as much as ninety-three per cent. A fundamental principle relating to State support is that of equalization, in which the amount of State subsidies is determined by the relative taxability of local districts. By this principle each district may be guaranteed an adequate foundational program of education, because the State guarantees the difference between the amount of money raised by an equitable local tax levy and the cost of such a foundational program.

#### B. On What Basis Should State-Aid be Distributed?

The effectiveness of State subsidies for public education depends on the methods of distribution. The commonest base on which state-aid is allocated, which prevails in twenty-two states of America, is the number of children of school age. The number of children enrolled and the average daily attendance are other relatively common bases. Since the essential principle involved in distributing subsidies to school districts is that of equalizing educational opportunities, the payment of the differential between the cost of a foundational program and the amount derived from the local uniform tax levy, appears to be sound. In Pennsylvania the distribution of State subsidies is on the basis of the minimum salary of teachers with due recognition given to the relative ability of districts to pay for public education.

Another basis of distribution in Pennsylvania is the allocation of flat grants as special aid to financially handicapped districts. This feature of Pennsylvania's financial plan became necessary during a period when receipts from general property taxes declined, making it necessary for certain districts to rely on the State for amounts in excess of normal subsidies.

#### C. What Factors Determine the Amount of Money Spent for Public Schools?

The paramount factor determining public support of education is the desire of the citizens to provide adequate educational opportunities for the children and youth of their respective communities. On this fundamental principle rests every other consideration with respect to the amount of money spent for public schools. Obviously, the number of persons for whom education must be provided and the sparsity of the school population, are other factors which determine expenditures for public education. From the standpoint of government, the financial ability of the State to support an educational program and the competing claims of other interests on the public treasury, affect State subsidies for schools. Still another factor which deserves consideration in our Commonwealth is the efficiency of the methods used in raising revenues and distributing them to the best educational interests of the State.

#### D. What Determines a State's Ability to Support Schools?

States, like local districts, are unequal with respect to their ability to support education. Moreover, the ratio between public school support and financial ability varies among the several states, for not only does a lack of economic resources affect school support, but inefficiency likewise plays a part. The ability of a state to pay for its schools, or any other public service, may be determined by studying its income, including wages, salaries, profits, interests, and dividends. General wealth or resources, comprising everything that has market value, is another basis by which financial ability may be determined. Included in the state's wealth are the public school buildings, sites, and equipment. In 1929 fifty-five per cent of the total wealth of the nation consisted of real estate. The amount spent for luxuries offers another index of a state's ability to support schools, for these

include items of comfort and amusement above the subsistence level of living.

It is also common practice to compute the wealth per child, in considering a state's ability to support schools. In the United States this index ranges from \$21,500 in Nevada to approximately \$3,000 in Mississippi. From these figures it is evident that Nevada has eight times the ability to support schools as has Mississippi. Another method of computation consists of using *income per child* as the basis. In New York for example, the income per child is \$3,700, while in Mississippi it is approximately \$500; which again indicates that one state has eight times the ability of another to finance public schools. If *expenditure per pupil* is used as an index, we find the same wide range existing; for New York, according to recent figures, expends \$124 per pupil, while Mississippi expends only \$19, which is less than one-sixth as much as New York.

#### E. How Well Can Local Communities Support Adequate Educational Programs?

Since 1920 the proportion of school costs borne by local districts in the United States dropped from eighty-three per cent to less than seventy-five per cent. This falling off of local support of public education was not altogether due to a decline in real estate values, but in some measure to delinquency on the part of property owners to pay school taxes. It is evident, however, that a proportion of school costs borne by the property tax is excessive, for since the adoption of the law by which property tax was made the basis for school support, various new forms of wealth have developed. A widespread movement to reduce tax on real estate has been brought about by the fact that as much as ninety-two per cent of local revenue is derived from property. This movement has taken the form of tax limitation measures in some twenty-five states, including Pennsylvania. Some districts have as much as two hundred times the real estate value per teacher as others. In some districts the real estate value is so low that the community is unable to support its public schools, and finds it necessary to appeal to the State for special aid. Thus enormous inequalities exist with respect to financial ability to support schools.

#### F. What Form of Tax is Best Suited for the Support of Education?

The support of education as we have just observed, has been largely derived from the general property tax which pays from seventy-five to eighty per cent of the total cost in Pennsylvania. While our economic system was simple, this tax base was equitable. However, various new forms of wealth have developed which are complex in nature and difficult to assess under the present plan. Hence new classifications of wealth are necessary, for local units of Government are unable at present to avail themselves of revenues that should accrue from levies on these new forms of wealth. The result is an increase in the demands for educational state-aid.

The present burden on real estate has caused those responsible for financing education to seek other sources of revenue. Becoming increasingly common in the several states are the net income and sales

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## GENERAL FUND APPROPRIATION

tax. Some twelve states now derive school support from an income tax. While a flat tax on incomes may be inequitable with respect to certain income brackets, a graduated income tax is considered by many, a sound means of raising revenues, because under this method citizens contribute to the support of Government in direct proportion to their respective abilities to pay. Somewhat more dependable than a tax on incomes is the sales tax, which may operate through retail or wholesale transactions. The principal objection to this form of levy is that it lays the greater burden on low income groups, for obviously a larger ratio of the smaller salaries is spent for daily commodities than that of the larger income brackets. Other bases of taxation proposed for the support of education are corporations, motor vehicles, motor fuel, inheritance, severance, and stock transactions.

## G. How do Expenditures for Education Compare with Expenditures for Luxuries?

In the nation as a whole the citizens expend twice as much for tobacco, confections, amusements, and cosmetics as for education. Figures for 1934 disclose that \$3,487,000,000 was spent for these luxuries, while only \$1,940,000,000 was spent for education.

The Commonwealth of Pennsylvania presents a similar situation, for during the same year, our citizens spent \$293,000,000 for tobacco, confections, amusements, and cosmetics, while they expended but \$154,000,000, or fifty-two per cent as much, for public education.

## IV. BUDGET FOR PUBLIC EDUCATION IN PENNSYLVANIA 1937-1939

In the light of these problems and policies, let us turn now to the budget for public education in our Commonwealth as recently recommended to the General Assembly by the Governor. In formulating this financial program for the 1937-1939 biennium, careful planning was required. We are emerging from a critical period and vital adjustments had to be made to ease the transition. Moreover, certain essential and unavoidable public services as welfare work, social security programs, unemployment relief, and other major responsibilities of the State had to be provided for. While these considerations obviously affected allocations for public education, it appears that a reasonably adequate schedule of budgetary recommendation has been set up for our program. It will be noted, however, that in several instances, it has been found necessary to curtail subsidies requested for expansion of educational services, in order to meet the general budgetary requirements of the State. In other instances, recommendations have been made for additional subsidies in the interest of improving certain phases of the educational program of the State.

The following statement presents the budget recommendation for the various departments of educational service in the Commonwealth for 1937-1939, including a report of budget deficiencies for the 1935-1937 biennium:

DEFICIENCY REQUESTS  
1935-1937

Transportation .....	\$ 525,000
Miscellaneous Subsidies .....	70,000
Support of Public Schools .....	5,457,969
Former Teachers' Account .....	47,000
	<u>\$6,099,969</u>

	Governor's Budget 1937-1939	Appropriation To Department 1935-1937
<b>GOVERNMENTAL OPERATIONS OTHER THAN SUBSIDIES DEPARTMENTAL</b>		
Salary of Superintendent.....	\$ 24,000	\$ 24,000.00
Dep't Salaries & Expenses.....	550,000	550,000.00
Library and Museum .....	185,000	185,000.00
Press Information .....	15,000	15,000.00
Film Libraries.....	.....	.....
Examining Boards .....	480,000	480,000.00
Board of Censors.....	110,000	110,000.00
Historical Commission .....	20,000	20,000.00
Restoring Old Economy.....	.....	10,000.00
Anniversary of Constitution.....	.....	12,500.00
Anniversary of Ear. Settlement .....	.....	12,500.00
Sub Total .....	\$ 1,384,000	\$ 1,419,000.00
<b>INSTITUTIONAL</b>		
State Teachers Colleges.....	\$ 3,200,000	\$ 3,200,000.00
California—Claim .....	.....	91.18
State Oral School .....	160,000	150,000.00
Soldiers Orphan School.....	265,000	250,000.00
Thaddeus Stevens Ind. School..	65,000	50,000.00
Sub Total .....	\$ 3,690,000	\$ 3,650,091.18
<b>TOTAL—GOVERNMENTAL OPERATIONS .....</b>	<b>\$ 5,074,000</b>	<b>\$ 5,069,091.18</b>
<b>PUBLIC SCHOOL SUBSIDIES</b>		
Salaries of Co. Supts.....	\$ 482,027	\$ 458,100.00
Expenses of Co. Supts.....	50,000	50,000.00
Salaries of Asst. Co. Supts.....	487,000	442,800.00
Expenses of Asst. Co. Supts...	70,000	70,000.00
Salaries of County Boards.....	39,600	.....
Transportation .....	3,500,000	2,500,000.00
(Vocational Education.....	800,000	(800,000.00)
(Special Vocational Classes.....	.....	( 50,000.00)
Miscellaneous Subsidies .....	283,000	200,000.00
Support of Public Schools.....	60,000,000	53,000,000.00
Aid to Fin'y Handicapped Dist.	2,000,000	4,000,000.00
Sub Total .....	\$67,711,627	\$61,570,900.00
<b>EDUCATION OF BLIND AND DEAF .....</b>		
Sub Total .....	\$ 1,100,000	\$ 1,060,000.00
<b>RETIREMENT OF SCHOOL EMPLOYEES</b>		
Contingent Reserve a/c.....	\$ 2,450,000	\$ 2,435,000.00
Annuity Reserve a/c No. 2.....	3,600,000	3,550,000.00
Former Teachers a/c.....	250,000	200,000.00
Sub Total .....	\$ 6,300,000	6,185,000.00
<b>OTHER SUBSIDIES</b>		
Aid to Free Public Libraries.....	\$ 28,000	\$ 17,000.00
Rehabilitating Libraries.....	.....	100,000.00
Sub Total .....	\$ 28,000	\$ 117,000.00
<b>UNIVERSITIES &amp; COLLEGES</b>		
Penna. State College.....	\$ 3,783,000	\$ 3,708,000.00
Univ. of Penna.....	1,485,000	1,485,000.00
Univ. of Pittsburgh.....	1,188,000	1,188,000.00
Women's Medical College.....	90,000	81,000.00
Jefferson Medical College.....	100,000	75,000.00
Hahnemann Medical College....	100,000	99,000.00
Temple University .....	800,000	750,000.00
Sub Total .....	\$ 7,546,000	\$ 7,386,000.00
<b>OTHER EDUCATIONAL INSTITUTIONS</b>		
Philadelphia Museum .....	\$ 30,000	\$ 30,000.00
Penna. Mus. & Sch. Ind. Art .....	90,000	90,000.00
Moore Institute .....	.....	20,000.00
Downingtown Ind. & Ag. Sch. ....	60,000	50,000.00
Penna. Nautical School .....	100,000	90,000.00
National Farm School.....	30,000	30,000.00
Johnson Ind'l School .....	.....	22,500.00
Sub Total .....	\$ 310,000	\$ 332,500.00
<b>TOTAL SUBSIDIES .....</b>	<b>\$82,995,627</b>	<b>\$76,651,400.00</b>
<b>GRAND TOTAL .....</b>	<b>\$88,069,627</b>	<b>\$81,720,491.18</b>
<b>CONSTRUCTION &amp; LAND PURCHASE</b>		
State Teachers Colleges .....	.....	.....
Soldiers Orphan School.....	.....	.....
Thaddeus Stevens Ind. Sch.....	.....	.....
Sub Total .....	.....	.....
Penna. State College.....	.....	.....
Eliminating Fire Hazards.....	.....	.....
Educational Institutions .....	\$ 500,000	\$ 150,000.00
Total .....	\$ 500,000	\$ 150,000.00
<b>DEFICIENCY REQUESTS..... \$ 6,099,969.00</b>		
<b>TOTAL—DEPARTMENT OF PUBLIC INSTRUCTION .....</b>		
	<b>\$88,569,627</b>	<b>\$87,970,460.18</b>

## V. COMMENTS ON THE BUDGET

A few further observations on these financial recommendations for the public school program of our State may be interesting and informative. The budget for the Department of Public Instruction constitutes one of the largest under the Commonwealth. The total Departmental budget, which is subject to appropriations by the General Assembly, calls for a total of \$88,569,627 for the new biennium, as compared with \$87,970,460 for the current biennium. This is an increase of only \$600,000 for the two-year period. Of the general fund, the amount requested for the public school program, however, is \$67,711,627, or seventy-six per cent of the total requested. If to this we add the amounts requested for the State Teachers' Colleges and other State-owned educational institutions, the total rises to \$72,501,627, or eighty-one per cent of the general fund. This may be regarded as the outlay of the State treasury for our public education program.

Amounts requested for the several institutions of higher learning such as Pennsylvania State College, University of Pennsylvania, Temple University, University of Pittsburgh, and others included under the general fund, bring the grand total to \$80,357,627 or about ninety per cent of the total recommendations. This leaves less than ten per cent for services of the Department of Public Instruction, the Retirement Fund, new buildings, permanent improvements, and the like.

If we are to state the entire outlay for our public education program, however, we must add to the State's appropriations the amounts raised locally by school districts. These will total approximately \$180,000,000 for the new biennium. Hence the grand total for the two-year period from 1937-1939 reaches almost \$250,000,000. It is evident from these figures that public schools constitute a major business in the Commonwealth, and since the cost of their operation is borne by taxation, they become a business of vital concern to every citizen.

The support of public schools during the past few years has burdened many districts to the point where they could be kept in operation only by special financial aid from the State. In 1933 the State provided five million dollars to financially distressed school districts in the Commonwealth. In 1934 it expended some four million dollars for such districts. During the current year, 224 applications for special aid have been received. Of these, 133 were granted amounts totalling approximately one million dollars. The budget for the new biennium recommends a fund of two million dollars for the relief of such districts.

VI. CONSTRUCTIVE SUGGESTIONS ON  
FINANCING EDUCATION

## The Problem Defined

Since the passage of the Free School Act in 1834 the problem of raising revenues for public education has been constantly before the citizens of the Commonwealth. Broadly speaking, public education has been generously supported and has occupied a first place in the services provided from the public purse. During the intervening century, however, many changes have taken place in the program. New educational needs brought increasing demands upon the pub-

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lic school system, and rapidly increasing enrolments taxed the school facilities to their utmost capacity. This development reached a point where the schools faced a period of increased responsibility with decreased resources. It became evident that methods of financing public education must change not only with the development of schools, but with changing social and economic conditions. Changes in financing public education seemed to lag behind these social educational changes. In Pennsylvania we still support our schools largely through the general property tax, together with State subsidies amounting to less than twenty per cent of the cost of education. This burden on real estate has brought about a critical situation which will no doubt lead to modification of our system of raising revenues for public schools.

## Four Possibilities of Improvement

Four possibilities of relief may be suggested: (1) More service for each tax dollar; (2) A reduction of the financial outlay for education; (3) A modification of our system of taxation; and (4) Securing larger grants from the State and Federal Government.

1. With regard to *securing more service for the tax dollar*, it is doubtful that a full solution of the problem can be found here. It is, however, the responsibility of those charged with managing the educational program to secure the best qualified persons to serve education and to see to it that the best use is made of the material, supplies, and other facilities of education.

2. *Reducing the outlay for education* likewise holds out small promise, because the public is demanding more rather than less education. Since 1920, for example, secondary school enrolments increased one hundred sixty-five per cent. Graduates from secondary schools increased one hundred ninety-three per cent, and the number of teachers in the schools increased twenty-eight per cent. Hence it is not likely that expenditures for education can be reduced. In fact, developments during the past decade indicate the need for making our educational program not only more equal, but more nearly universal than at present.

3. In the third suggestion, *a modification of our system of taxation*, lie some possibilities. Even a rigid enforcement of existing tax laws would bring some relief. A general revision and modification of assessments of property, the inauguration of a more centralized system of collection, the elimination of the fee system of paying collectors, the use of serial bonds, and the reorganization of school districts, are as inevitable as they are necessary for the adequate support of our expanding public education program.

4. *Additional aid from Federal and State Governments*, the fourth suggestion, appears to be in sight. Even now the Federal Government is providing up to thirteen per cent of the costs of public education in one of the states. The proportion of school costs borne by the several states ranges from two per cent to ninety-two per cent. The share borne by the local districts throughout the nation ranges from seven per cent to ninety-seven per cent. In our own State less than twenty per cent of school costs is borne by the Commonwealth, leaving approximately eighty per cent as the share for the local districts.

## Obligation of the State

More and more is education being recognized as an obligation of the State. During the worst of the depression the Federal Government, on the basis that education was an obligation of the nation, took steps to equalize educational opportunities among the states. It thus appears justifiable that the State should assume a greater part of the responsibility of financing public education.

But tax reforms are slow, and real estate owners are not content to await developments. They are requesting a Constitutional amendment to limit the rate of taxation on property. Such a measure enacted into law, without first providing other sources of revenue for school purposes, would be as disastrous for Pennsylvania as it has been in the few states where it has been tried.

## A Graduated Income Tax

The enactment of the graduated income law, which received the approval of the last regular session of the General Assembly, would provide revenues for school purposes that would make it possible to reduce materially the tax on real estate. Such a measure merits the support of all who are genuinely interested in a worthy tax reform for the better support of education. The revenues which could be secured from a graduated income tax would place the State in a position to insure a greater share of the expense of our public school program and, if it is the will of our General Assembly, pave the way for relieving the burden now imposed on real estate.

## Basis of State Subsidies

Another phase of Pennsylvania's financial program for which improvements have been suggested is the basis on which the State's contributions are determined. Districts of the first class receive twenty-five per cent of the minimum salaries of teachers; districts of the second class receive thirty-five per cent of the minimum salaries; districts of the third class receive thirty-five per cent, sixty per cent and seventy-five per cent, depending upon the "so-called" true valuation of property per teacher; and districts of the fourth class receive fifty per cent, sixty per cent and seventy-five per cent of the minimum salaries of teachers, depending upon the amount of the assessed valuation in the district. Under this system the amounts secured from the State may be increased by adding teachers or by lowering the valuation of property. Since the adoption of this schedule in 1923 the number of districts receiving thirty-five per cent of the minimum teachers' salaries has constantly increased until at present almost one-third of our 2,582 districts are in that classification. Similarly the number receiving sixty per cent has increased to considerably more than a third of the total number of districts. It is clear from these facts that two-thirds of all districts in Pennsylvania are receiving sixty or seventy-five per cent of the minimum salaries of their teachers, while fewer and fewer districts are receiving the smaller rates of appropriation. While this situation may be wholly justified, it is of concern to the State that all districts should be given the same consideration and that these grants should depend upon a sound, consistent, and accurate basis.

The Commonwealth in making these appropriations must be guided by the percent-

age valuations which the local boards certify. If the reported percentages were all accurate, the State could feel assured that these distributions would be reasonably equitable. When valuations are reported below what they should be, the resulting valuation per teacher will be lower and entitle the district to a larger State grant. While it may not be desirable to relieve local districts of all responsibility for the support of education, it is believed desirable that State grants should be increased substantially. This can hardly be achieved until other expenses of the State, notably those for relief, are reduced, and until new springs for securing revenues are tapped.

## A More Systematic Assessment Plan

A more systematic and centralized assessment system could also do much for the better financing of public education. In a large State such as Pennsylvania, it is inevitable that a wide variation in property valuations will prevail. A system of assessments that permits a range from twenty per cent to more than one hundred per cent of true valuation, is inequitable and unworthy of continuation. A remedy for this irregular situation might consist of enlarging the existing districts and employing only assessors qualified by preparation and experience to perform this duty.

The Administration is now studying a Bill which looks toward the improvement, not only of this inequality in our financial plan, but many others as well. Such a measure would provide boards of assessment and equalization for the several counties. These boards in turn would divide their respective counties into districts under local assessors who would be selected preferably from candidates who qualify under civil service. Assessment districts should be large enough to demand the major portion of the assessor's time, and the term of office long enough, and the salary high enough, to attract men of character and ability.

## A State Tax Commission

This plan, which is successfully operating with some modifications in several counties, would bring about greater uniformity within the several counties and insure a high degree of uniformity throughout the State. If uniformity throughout the State is desired, it would also be necessary to have a central tax commission to direct and supervise the county boards. Such a tax commission might consist of three bi-partisan members who would be charged with levying and collecting all State taxes—a practice which prevails even now in a few of the more progressive states.

## VII. FEDERAL APPROPRIATIONS FOR PUBLIC EDUCATION IN PENNSYLVANIA

The ever increasing demands on our educational system have taxed to capacity the public school facilities in many districts. This fact, together with the declining valuations on real estate during the depression and the conversion of property into other forms of wealth, has made it necessary for districts to appeal for greater amounts of State and Federal aid. Expenditures for education under the Federal emergency program were more than three times as great

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as regular Federal appropriations for education. However, despite this increase during a period of stress, the Federal Government spent less for education than for any other major governmental function—only about one per cent of the total Federal expenditures being allotted for educational purposes. Federal assistance to schools did not increase in any comparable proportion with the increases for other purposes.

The share of educational costs borne by Federal Government varies widely among the states—ranging from less than one to thirteen per cent, the average being approximately five per cent. This Federal aid comprises allocations for colleges of agriculture, agricultural extension, vocational education and rehabilitation, grants for school buildings, emergency education programs, student-aid programs, and rural school continuation. Pennsylvania has benefited by Federal aid during a single year as follows: grants for school buildings \$1,032,000, emergency education program \$664,000, vocational education and rehabilitation \$562,000, agricultural extension \$395,000, student-aid program \$195,000, and colleges of agriculture \$50,000.

## George-Deen Law

With the passage of the new Federal George-Deen Act in 1936 an appreciable appropriation may be added to Pennsylvania's resources for vocational education. While this Act supplants the George-Ellzey appropriation, the Commonwealth will continue to enjoy the funds annually provided by the Smith-Hughes Act without modification.

In the event the provisions of the George-Deen Act should become operative in Pennsylvania, many vocational educational developments would be made possible through these additional Federal appropriations, supplemented by State funds. Among these would be the establishment of State and County Trade Schools, the presentation of individual scholarships, the payment of tuition of vocational students, the extension of transportation service, the engagement of itinerant instructors of industrial education, the provision of county advisors of industrial education, the payment of a greater share of local cost for vocational education, instruction in public service occupations, granting reimbursements for practical arts programs in public schools, the development of a systematic research program, and the furnishing of aid in the purchase of equipment for vocational education.

## VIII. SUMMARY OF FINANCIAL PROBLEMS AND ACHIEVEMENTS IN PENNSYLVANIA

## Some Notable Achievements

In view of the new budget for public education during the next biennium, there are some notable achievements as well as some urgent problems. The State Authority Act, which provides a functional channel of service between the Federal Government and our own State, will no doubt result in material financial benefits for education in the Commonwealth. Public education will profit through grants under this Act for the elimination of fire hazards in our State institutions, as well as by other public works projects that may be organized under the capital outlay program.

The maintenance of the normal provisions of the Edmonds Act under the new budget

is another creditable attainment. Likewise, the addition of almost \$68,000 under the current budget for restoration of salaries of county superintendents and assistant superintendents will inevitably facilitate public school financing in the years ahead. With real estate laboring under heavy tax burden and school districts recovering from the late depression and flood devastations, the appropriation of two million dollars for special aid to distressed school districts will go far toward maintaining complete education programs in many districts. The increase in State subsidies to aid free public libraries is another forward step in financing public education. The losses and other reverses suffered by these institutions during the past few years, warrants this support from the Commonwealth.

Other achievements with relation to the financial program of our State comprises an increased budget for the contingent fund of the school employment retirement system, a slight increase to colleges and universities, and the augmented appropriation for the blind and deaf in our State institutions. The progress being made in providing educational facilities for these unfortunate members of our society will be further stimulated by these appropriations under the 1937-1939 budget.

The Department of Public Instruction itself will continue to operate under the lowest budget in recent history. Despite the constantly increasing services demanded of our Department, there has been a progressive reduction in the budget appropriations for this Governmental branch since 1921, when the budget allotment was over one million dollars—approximately twice the amount allotted for the new biennium.

Following is a statement of appropriations from the General Fund for the administration of the Department of Public Instruction during the past eight bienniums:

1921-1923 .....	\$1,188,000
1923-1925 .....	894,594
1925-1927 .....	849,584
1927-1929 .....	881,000
1929-1931 .....	868,000
1931-1933 .....	790,000
1933-1935 .....	600,000
1935-1937 .....	550,000
1937-1939 .....	550,000

## Some Unsolved Problems

These achievements may well serve to give encouragement to the solution of serious problems still before us. Our financial program has not as yet attained equality of education throughout the State. Many desirable educational standards are not operative at present, and numerous shortcomings are evident in several special areas. For example, under the present Code, transportation is not provided for pupils living two or more miles from school by the nearest highway; handicapped children are not adequately cared for, secondary school opportunities are not open to all, and there is still no adequate elementary program in many of our small districts for all children from six to twelve years of age.

Other areas of public education for which our present financial program only partially provides, are the supervision of instruction—especially in the fourth class districts—vocational education opportunities, and the payment of tuition for pupils residing in districts having no secondary school. In these tuition cases it is generally under-

stood that the sending school does not pay the full costs of education entailed by the receiving school. Frequently, in fact, the sending district is not able to raise revenues to pay the tuition at all, so that the secondary school pupils are refused admittance. This problem constitutes one of the most challenging in our financial planning.

Another problem of equal importance is that of transportation of pupils. Transportation costs have doubled in the past few years, and still the service is inadequate to meet the needs. While the new budget has recommended an additional million dollars over that of the previous biennium, there is reason to believe that adequate pupil transportation is still a stubborn financial problem of the Commonwealth.

Many districts, especially those of the third class, are finding it difficult to meet the provisions of the Edmond's Act covering teachers' salaries. Under the present program these districts are reimbursed only to the extent of thirty-five per cent of the minimum salaries of teachers. In view of the salary scale for these districts under the Act, the financial burden is relatively excessive. The Zeisenheim Act of 1935 was devised to provide subsidies for these districts, but no appropriation was available to meet the provision of the plan, with the result that the problem is still before us.

One of the most serious financial problems confronting the State today is that relating to assessments and the collection of taxes. The establishment of a uniform tax assessment plan and a State Tax Commission, it is believed, would go far in solving this fundamental problem. Only by a concerted effort on the part of all concerned with financing public education in Pennsylvania, can this step be taken in the immediate future.

The responsibility of the State for the support of education requires the provision of an adequate foundational program for all the children within its bounds, and the further provision of a business-like system whereby the costs of such a program will be distributed upon the people in all localities in accordance with their ability to pay. It is only by such commitment that the State can fulfill its mandated obligations to provide adequate and equal educational opportunities to the children, youth, and adults in our Commonwealth.

## CONCLUSION

In conclusion, it is clear that we can point with genuine satisfaction to many important achievements in our financial program for public education. It is just as clear, however, that we are still confronted with many major problems which retard our progress in several areas of educational service.

Our democracy, under the impact of science, invention, and enterprise is constantly improving, thereby creating new human needs. The schools must keep pace with changing conditions if they are to fulfill their function with efficiency.

The tax money expended for the free education of the children, youth, and adults of the Commonwealth is spent in the faith that the preservation and perpetuation of Democracy depends upon an enlightened electorate. Only by the fullest support and cooperation of all concerned with the general welfare can education accomplish all that is demanded of this fundamental public service.

## State Teachers Colleges Enrich Curriculum for the Education of Teachers

Social Background, Art and Music Appreciation, Emphasized in Innovations Meeting New Needs, Objective

Dr. Lester K. Ade, Superintendent of Public Instruction, announced today that courses of study for the education of teachers should be constantly reexamined in terms of the needs of the public schools. An effort has been made to adjust the curriculums of the State Teachers Colleges to these needs. "In accordance with this policy, the Presidents of the State Teachers Colleges, with the approval of the Superintendent of Public Instruction, have enriched the curriculum in the State Teachers Colleges by a rearrangement of the courses now in the curriculum and through the addition of more academic activities. The first two years of the rearranged curriculum will give the students a more thorough academic background," said the Superintendent.

### New Features Described

Describing somewhat in detail the new features of the program, Doctor Ade stated that there are a number of teacher education courses included in the first two years of the new curriculum that will enlighten the students so they may know very clearly what the responsibilities and the obligations of a teacher in the public schools are. A course, "Place and Purpose of Education in the Social Order," will be offered in the first year. Its purpose is to make available sufficient information on the basis of which students can decide intelligently whether they wish to continue through the remaining four years of preparation. "Educational Psychology," is offered in the second year. This course will acquaint the prospective teacher with the laws of learning. It is felt that the students will secure a knowledge of the complex problems associated with teaching. A new course in "Speech" is included in the curriculum. This course is intended to develop a pleasing, easy, effective manner of speech on the part of the teacher which is particularly to be desired in the classroom. "Provision has been made to give the education that will make the prospective teacher familiar with common speech defects in children," Doctor Ade explained. "Many school districts now find that children fail in their studies because

of handicaps due to defective speech. These defects are easily remedied when detected in the early stages. Where teachers recognize the beginnings of these difficulties and apply methods that will correct them, children become more confident in themselves and succeed better in their studies. The course offered in the State Teachers Colleges will provide education necessary to do work competently in the schools."

### Art and Music Emphasized

"Due to the emphasis now placed on art and music in the social and cultural life of the people," he said, "students in the State Teachers Colleges will take during the first year a course in 'Appreciation of Music'. This course will deal with music as a real factor in life, and at the same time, emphasize the relationship of other subjects to music. In the field of art, every student will be required to take a course in 'Appreciation of Art.' Discernment and discrimination will be developed. It is felt that this course will develop good taste and a fine sense of appreciation of the beautiful things in life. Emphasis will be placed on the development of the underlying principles governing all art expression."

### Purposes of the Innovations

Doctor Ade stated that the revised curriculum in the State Teachers Colleges has as its main objective the reorganization of the sequential relationship of courses so that the professional work will be cumulative and progressive. There will be distinctly professional courses in the first year of the new curriculum, more professional courses in the second year, and still more in the third and fourth years.

Concluding his remarks, Superintendent Ade said: "The program is based on two principles; first, that teachers must know their subjects and know them thoroughly; secondly, that they must know teaching techniques, and know how to teach effectively. The greater proficiency in content and technique will improve the instructional services in the classrooms. In the end, the advantages will accrue to the boys and girls in the public schools".

## MILLION ENROLL IN WPA CLASSES

34,000 Teachers Supervise 88,000 Groups in Educational Projects  
Illiteracy Reduced

It is estimated that there are more students enrolled in WPA classes than in all colleges and universities of the nation combined. Recent figures relating to college enrollments indicate a total of 1,179,000 while the enrollments in the WPA courses amount to approximately 1,324,144. These million or more enrollees are pursuing a great variety of instruction under the direction of more than 34,000 teachers. The WPA classes, which number 87,312, are pursuing work in the following activities: General Adult Education, Literacy, Workers Education, Vocations, Parent Education, Nursery Schools, Freshman College Work, Correspondence Study Centers, and various miscellaneous projects.

The largest group consists of the General Adult Education classes which enroll 573,166 students. The second largest group is the Vocations Division which has enrolled

207,348 pupils.

These classes, organized under the Federal agencies, are serving an area of public education that is only partially accommodated through the regular public school system. During the past quarter century secondary school enrollments have increased at such a rapid rate that facilities of the public schools have been taxed to capacity. During the recent period of extensive unemployment the traditional school system could not receive all of the unemployed and adults. Accordingly, Federal agencies were developed in order to accommodate their needs and interests.

At present, however, the public schools are expanding their facilities particularly along vocational lines in order to accommodate those who are out of school at present with a view to fitting them for competent vocational and civic citizenship.

## WIDER PROFESSIONAL PREPARATION SERVICES

Over 2,000 Teachers Replaced Annually

Certification and Placement Activities Continue Throughout Term

HENRY KLONOWER  
Director Teacher Education and Certification

Pursuing the general policy of improving the education of teachers in service as well as that of prospective teachers, the office of Teacher Education and Certification in the Department of Public Instruction held several conferences recently with professional licensing agencies. One of these was the Philadelphia School of Occupational Therapy, which is cooperating with the Department of Public Instruction in an effort to develop an arrangement with institutions of higher learning which prepare professional practitioners in various fields of work. Another conference was held with representatives of the Pennsylvania State Nurses Association for the purpose of advancing the standards for the education of nurses in the public schools. The Department of Public Instruction constantly endeavors to coordinate its program with all professional agencies and institutions which are interested in improving the preparation of personnel in the several professions which are rendering service to the people of Pennsylvania.

A study made by the office of Teacher Education revealed that of 2125 new entrants in the various teaching fields during 1935-36, approximately 1400 were inexperienced and 725 had had previous teaching experience. This study indicates the rate at which new teachers are being absorbed in the public school system as compared with the transfer of teachers in service from one district to another. Another survey of this office disclosed that over a period of seven years the enrolments in the State Teachers Colleges of Pennsylvania decreased from 9879 in 1928 to 8326 in 1936.

The Office of Teacher Education issues certificates to teachers throughout the year at the rate of several hundred a month. During the last month more than 800 certificates were issued to teachers. One of the major responsibilities of the Teacher Education Division in the Department is to verify the certificate of teachers employed for instruction in specific fields. The applications for appropriation as submitted by the school districts of the Commonwealth contain a record of the certifications of teachers according to the activities in which they give instruction. In order to assure the pupils of Pennsylvania the best type of instruction, the Office of Teacher Education ascertains whether or not teachers engaged in the several districts are properly certified for the work they are doing.

Another service constantly rendered by the Teacher Education Division is that of teacher placement. An average of forty teachers register each month with the Placement Service of the Department, and requests for teachers are constantly received from school administrators for teachers to fill positions that are newly created or vacated during the school year.

## STATE-WIDE PLAN FOR CHARACTER EDUCATION

### Curriculum Committee Outlines Six Projects for Study

MARGARET P. DURKIN  
*Advisor Division of Elementary  
Education*

One of the major points of emphasis in any modern program of education is character development. The Department of Public Instruction, among other committees organized for the purpose of developing materials of instruction for the schools of the Commonwealth, has designated a Committee on Character Education.

This Committee is at work making a survey of studies and developments already achieved in the Department and throughout the State with a view to building from the present status a program that will be adapted to meet the new needs of education. Another activity of the Committee is the preparation of a comprehensive bibliography of study materials which will be made available to all persons interested in this phase of education. Also outside organizations committed to character development are being interviewed.

The general scope of the work of this Committee may be appreciated from the following problems which they are attempting to solve:

1. What is character education?
2. What efforts in educating for character are being made by the school? In Pennsylvania; in other states; in other countries.
3. What contributions are agencies outside the school making? How can their efforts be coordinated with our own?
4. How can character education be developed most effectively?
  - a. Shall it be treated as an attribute or as a separate division of one's education?
5. How can we formulate and apply effectively a program of character development in the schools of Pennsylvania as we find them? Must the schools themselves, of necessity, make some changes?

## Yearbook on Mental Adjustment

### Vital Topic Treated in Publication of Elementary Principals

"Personality Adjustment of the Elementary School Child" is the topic treated in the fifteenth Yearbook of the Department of Elementary School Principals, and contains vital materials relating to the nature of growing children and the environmental factors which influence the pupil's adaptation of everyday situations of life. The publication likewise presents invaluable aid to educators who are interested in diagnosing and correcting maladjustments.

The true essence of education might be conceived as the individual's adjustment to his associates, his school, home and community; for these inter-relations constitute the principal elements of life in contemporary society. Furthermore, in school only through the friendly, sympathetic, and understanding relationships of teacher, pupil and parent can the child realize its greatest possibilities for growth.

## Pennsylvania's Superintendents of Public Instruction

### Over Score Served State During Century Following Free School Law

Dr. Lester K. Ade, Twenty-fourth Mentor

Prior to the inauguration of the present incumbent, Dr. Lester K. Ade, twenty-three men had served the Commonwealth of Pennsylvania as head of the public school system of the State. With the enactment and operation of the Free School Law in 1834 the Office of State Superintendent of Schools was created; and though the title, powers and duties have been changed several times during the 100 years, the Office continued down through these decades until it developed into its present importance and prestige.

As varied as the administrative regulations under which they served were the types of men who occupied the Office. Lawyers, Ministers and statesmen, as well as straightforward educators, are listed among the imposing roster of Pennsylvania's State Superintendents.

Their terms, which averaged approximately four years, range from one year, as was the case with James Findley, the first who occupied the position under the famed Governor George Wolfe, to Dr. Nathan C. Schaeffer, who continued in office for more than a quarter of a century, up to the time of his death. Others who served comparatively extended terms were, Dr. James P. Wickersham, fifteen years, and Rev. Elnathan E. Higbee, eight years.

The status of the Office of State Superintendent of Schools was modified from time to time by Acts of the General Assembly. Originally, by an Act of the Legislature, approved by Governor George Wolfe, April 1, 1834, the Secretaries of the Commonwealth were made ex-officio the Superintendent of Common Schools. This status continued to the end of Andrew Curtin's term in 1857. Eleven Administrators of the State's Schools served under this title.

By another Act of the Legislature, approved April 18, 1857, a law was enacted separating the office from the State Department, and creating an independent Office of Superintendent of Common Schools. This regulation endured until the middle of Dr. James P. Wickersham's term—1874, and comprised four Superintendents.

In 1873, during the incumbency of Doctor Wickersham, a new Constitution was adopted, by which the title was changed to that of Superintendent of Public Instruction. Doctor Ade is the tenth State School Head to hold this title.

Following is a list of the State Superintendents of Pennsylvania's Schools since the passage of the Free School Law in 1834:

Name	Inaugurated	Years Served
SECRETARIES OF THE COMMONWEALTH AS EX-OFFICIO SUPERINTENDENTS OF COMMON SCHOOLS		
James Findlay.....	December 17, 1834.....	1
Thomas H. Burrowes.....	December 15, 1835.....	3
Francis R. Shunk.....	January 15, 1839.....	3
Anson V. Parsons.....	January 15, 1842.....	1
Charles McClure.....	July 25, 1843.....	2
Jesse Miller.....	January 21, 1845.....	3
Townsend Haines.....	July 29, 1848.....	2
Alexander L. Russell.....	January 25, 1850.....	2
Francis W. Hughes.....	January 21, 1852.....	1
Charles A. Black.....	March 14, 1853.....	2
Andrew G. Curtin.....	January 17, 1855.....	2
SUPERINTENDENTS OF COMMON SCHOOLS		
Henry C. Hickok.....	June 1, 1857.....	3
Thomas H. Burrowes.....	June 4, 1860.....	3
Charles R. Coburn.....	June 1, 1863.....	3
SUPERINTENDENTS OF PUBLIC INSTRUCTION		
James P. Wickersham.....	November 1, 1866.....	15
Elnathan E. Higbee.....	April 1, 1881.....	8
David J. Waller, Jr.....	March 1, 1889.....	4
Nathan C. Schaeffer.....	June 1, 1893.....	26
Thomas E. Finegan.....	May 29, 1919.....	4
J. George Becht.....	June 12, 1923.....	2
Francis B. Haas.....	May 18, 1925.....	2
John A. H. Keith.....	January 24, 1927.....	4
James N. Rule.....	May 28, 1931.....	4
Lester K. Ade.....	May 29, 1935.....	—

## ANTICIPATING ANNIVERSARIES

### APRIL

- 1 April Fool's Day.
- 1 Conservation Week.
- 2 Hans Christian Anderson, 1805-1875.  
Danish writer of fairy and folk tales.
- 3 John Burroughs, 1837-1921.  
Naturalist and author.
- 3 Washington Irving, 1783-1859.  
Historian, essayist.  
Elected to the Hall of Fame in 1900.
- 6 Army Day.
- 7 Free School Day.
- 7 William Ellery Channing, 1780-1842.  
Minister, abolitionist, champion of temperance and education.  
Elected to the Hall of Fame in 1900.
- 9 Joseph Trimble Rothrock, 1839-1922.  
Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.
- 9 Arbor and Bird Day (Southern Pennsylvania).
- 11 Humane Sunday.
- 11 Be Kind to Animals Week.
- 12 Henry Clay, 1777-1852.  
Congressman, orator, Secretary of State.  
Elected to the Hall of Fame in 1900.
- 12 Girl Scout Week.
- 13 Thomas Jefferson, 1743-1826.  
Author of the Declaration of Independence, Minister to France, Secretary of State, Third President of the United States.  
Elected to the Hall of Fame in 1900.
- 14 First edition of Webster's Dictionary, 1828.
- 14 Pan American Day—  
The Day of the Americas—is observed each year on April 14 by Proclamation of the President of the United States and of the Chief Executives of the twenty other American Republics.
- 15 John Lothrop Motley, 1814-1877.  
Historian.  
Elected to the Hall of Fame in 1910.
- 16 Wilbur Wright, 1867-1912.  
Designer and perfecter of airplanes.
- 18 Garden Week.
- 19 Patriot's Day.  
Battle of Lexington and Concord. 1775.
- 23 Andrew G. Curtin, 1815-1894.  
Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.
- 23 William Shakespeare, 1564-1616.  
The greatest of English dramatists and poets.
- 23 James Buchanan, 1791-1868.  
15th President of the United States.
- 23 Arbor and Bird Day (Northern Pennsylvania).
- 24 Boys' and Girls' Week.
- 25 Better Homes' Week.
- 27 Ulysses S. Grant, 1822-1885.  
General, President of the United States.  
Elected to the Hall of Fame in 1900.
- 27 Herbert Spencer, 1820-1903.  
English philosopher.

- 27 Samuel F. B. Morse, 1872-1891.  
Inventor of telegraph.  
Elected to the Hall of Fame in 1900.
- 28 James Monroe, 1758-1831.  
Fifth President of the United States, author of the Monroe Doctrine.  
Elected to the Hall of Fame in 1930.
- 30 Washington inaugurated first President of the United States, 1789.

### MAY

- 1 May Day and Child Health Day.
- 2 Music Week.
- 4 John James Audubon, 1780-1851.  
Naturalist and artist.
- 4 Horace Mann, 1796-1859.  
Educational reformer, lawyer, founder of normal school.  
Elected to the Hall of Fame in 1900.
- 9 Mother's Day.
- 12 Peace Week.
- 12 Florence Nightingale, 1820-1910.  
English war nurse, founder of the modern nursing.
- 16 First Aid Week.
- 16 Joan of Arc, 1412-1431.  
French national heroine called "The Maid of Orleans."
- 18 World Goodwill Day.
- 20 Stephen Girard, 1750-1831.  
Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.
- 21 The American Association of the Red Cross.  
Founded in 1881.
- 23 Poetry Week.
- 23 James Buchanan Eads, 1820-1887.  
Engineer, ship-builder.  
Elected to the Hall of Fame in 1920.
- 23 Poppy Week.
- 23 Edgar Fahs Smith, 1854-1928.  
Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.
- 25 Ralph Waldo Emerson, 1803-1882.  
Poet and essayist, Unitarian minister called "The Sage of Concord."  
Elected to the Hall of Fame in 1900.
- 28 Louis Agassiz, 1807-1873.  
Zoologist, natural historian, teacher.  
Elected to the Hall of Fame in 1915.
- 29 Patrick Henry, 1736-1799.  
Statesman, lawyer, general orator.  
Elected to the Hall of Fame in 1920.
- 31 Walt Whitman, 1819-1892.  
Journalist, poet, naturalist.  
Elected to the Hall of Fame in 1930.

### JULY

- 1 Horace Mann, accepted office as Secretary of the Massachusetts Board of Education, became father of the American Public Schools.

### 1938

75th ANNIVERSARY of the Battle of Gettysburg.  
300th ANNIVERSARY of the first White settlement (Swede), first courts of law, and the first Capitol within Pennsylvania.

## CALENDAR OF EDUCATIONAL MEETINGS

- 10 Eastern Pennsylvania Industrial Arts Conference, State Teachers' College, Millersville, Pa. (one day)
- 12 Education Division of the American Chemical Society, University of North Carolina (four days)
- 12 Annual Convention American Red Cross, Washington, D. C. (four days)
- 12 Religious Education Association, Cleveland, Ohio (three days)
- 13 Eastern Music Educators Conference, Buffalo, N. Y. (five days)
- 15 Eastern States Association of Professional Schools for Teachers, New York City (three days)
- 16 Northeastern Convention District, Sunbury, Pa. (two days)
- 17 Western Pennsylvania Industrial Arts Conference, California, Pa.
- 21 American Physical Education Association, Hotel Pennsylvania, New York City
- 23 Pennsylvania Forensic and Music League, Tenth Annual Final State Contest, Altoona, Pa. (two days)
- 23 Tri-State Commercial Education Association, Pittsburgh, Pa. (2 days)
- 23 National Committee for Mental Hygiene, Philadelphia, Pa. (2 days)

### MAY

- 3 American Association of Museums, New Orleans, La. (three days)
- 3 National Congress of Parents and Teachers, Richmond, Va. (five days)
- 3 National Forensic League, Jacksonville, Illinois (four days)
- 7 Pennsylvania Home Economics Association, Pittsburgh, Pa. (two days)
- 7 Annual State Scholarship Examinations, County Seats of Pennsylvania (one day)
- 7 American Council of Education, Washington, D. C.
- 9 National League of Nursing Education, Boston, Mass. (six days)
- 13 National University Extension Association, St. Louis, Mo. (three days)
- 13 Pennsylvania All-State Band, Coatesville (three days)
- 17 National Recreation Congress, Atlantic City, N. J. (five days)
- 17 American Association for Adult Education (four days)
- 20 Regional Safety Conference for Northwestern Pennsylvania, Erie, Pa. (one day)
- 20 Pennsylvania Federation of Business and Professional Women's Clubs, Pittsburgh, Pa. (three days)
- 23 National Children's Home and Aid Association, Indianapolis, Ind. (three days)
- 24 National Conference of Juvenile Agencies, Indianapolis, Ind. (five days)
- 26 National Child Labor Committee, Indianapolis, Ind. (one day)

## SCHOOL LEGISLATION

(Continued from page 3)

assignment of reason for dismissal and for a full hearing before any employe may be dismissed during the term. All who have expressed interest in teacher tenure have agreed that this provision is sound and no one has suggested that it should be removed from the present law, for all agreed that under any type of tenure some method must be provided for the removal of incompetent teachers.

Realizing that one of the chief reasons for insecurity of tenure is the fact that it is now too easy to choose an improperly qualified teacher, this proposed Act sets up safe-guards by requiring that hereafter no teacher contract in fourth class districts shall be valid until approved by the county board of school directors. Moreover, in all school districts teachers shall hereafter be nominated by the superintendent under whom they shall serve. It is expected that this will prevent boards from dismissing a competent teacher for the purpose of employing some incompetent individual on the basis of kinship or some other improper basis.

This Bill contains specific provision for appeal from the decision of the local board in fourth class school districts to the county board of school directors, and also specifies that nothing within the Bill shall be construed as depriving any teacher of her common law right of appeal to the courts from any decision of any board of school directors.

\*This Bill is identified with House Bill Number 1420, which is the same as original House Bill Number 1283, sponsored in the House by Messrs. Harkins, Bohn, Hirsch, Coakley and Wright.

### EXTENSION EDUCATION

*House Bill Number 1125*  
*Introduced by Mr. Shugarts*

This Bill seeks to amend the School Code in order to establish more liberal provisions for educational, recreational and social opportunities for out-of-school youth who are unemployed. It reduces the number of petitioners required when application is made for extension classes for adults, and sets up the requirements with reference to costs which must be met by teachers and leaders in extension education.

### OUTLINING DESIRABLE ACTIVITIES FOR THE PUBLIC SCHOOL PROGRAM

*House Bill Number 1126*  
*Introduced by Mr. Holstrom*

This Bill amends the School Law by revising the provisions pertaining to the subjects and activities required in elementary and secondary schools. It provides that the State Council of Education shall set up standards and regulations for the establishment and classification of secondary schools, and makes certain important changes in the present law pertaining to the permission of pupils to attend secondary schools in districts other than those in which they reside. The Bill provides a more liberal arrangement for the provision of educational facilities for pupils who desire to enjoy the benefits of a vocational instead of an academic secondary school or vice versa.

### LIMITING THE NUMBER AND THE SALARIES OF ASSISTANT COUNTY SUPERINTENDENTS

*House Bill Number 1127*  
*Introduced by Mr. Hamilton*

This Bill, as an economy measure, re-

enacts the provisions of the Act of 1933, which for a period of four years limited the number of assistant county superintendents which might be appointed. Under the provision of this Bill the number of assistant county superintendents will remain the same as at present. It was deemed necessary by the Administration to continue the limitations of number and salary of these school officials because of an inability to meet the educational cost that would be entailed in providing the number of assistants originally required under the terms of the School Code. This will reduce the provisory request of 1937-1939 to the extent of approximately \$135,000.

### INCREASING THE POWERS AND DUTIES OF THE STATE COUNCIL OF EDUCATION

*House Bill Number 745*  
*Introduced by Mr. Simon*

This Act proposes an addition to the powers now vested in the State Council of Education. The powers vested in this body under the *present School Code* are as follows:

- a. To report and recommend legislation needed to make the public schools of this Commonwealth more efficient and useful.
- b. To equalize, through special appropriations, or otherwise, the educational advantages of the different parts of this Commonwealth.
- c. To inspect and require reports of the educational work in the schools and institutions wholly or partly supported by the State, which are not supervised by the public school authorities.
- d. To encourage and promote agricultural education, manual training, domestic science, and such other vocational and practical education as the needs of this Commonwealth may require.
- e. To prescribe rules and regulations for the sanitary equipment and inspection of school buildings, and to take such other action as it may deem necessary and expedient to promote the physical and moral welfare of the children in the public schools of this Commonwealth.
- f. To investigate and make recommendations pertaining to the work of any schools of design, schools of industrial arts, or industrial schools or other educational institutions within the Commonwealth, to which the General Assembly may make an appropriation.
- g. To exercise all the powers, and perform all the duties, formerly vested in the State Board of Education.
- h. To change the name of any State normal school to State teachers college, and to designate the certificates and degrees which such college shall confer.
- i. To determine and promulgate standards for certificates to teach in the elementary and secondary schools of this Commonwealth which conform to the official standards promulgated by the Department of Public Instruction.

The State Council of Education, under the provisions of the present Bill, shall be further authorized to exercise power in the following manner:

- j. To prescribe the qualifications for county, district and assistant county and district superintendents, associate super-

- intendents, and supervising principals.
- k. To prescribe the qualifications for holders of provisional and permanent college teachers' certificates.
- l. To adopt regulations for the reinstatement of lapsed teachers' certificates.
- m. To prescribe standards for vehicles used in transporting school children.
- n. To prescribe qualifications for persons employed in connection with the public schools.
- o. To prescribe the subjects and activities to be taught or promoted in the public schools, and to designate whether the teaching of them shall be compulsory or optional in the public and private schools established and maintained in this Commonwealth.
- p. To prescribe standards for junior colleges established by any school district.
- q. To define what constitutes a "college" and to regulate the use of that title.

These increases of power are in line with the policies in virtually every state in the United States. Under this Bill there shall be complete control of the entire program of the State. Even with the increase of powers proposed by this Act, the Pennsylvania State Board of Education shall have fewer powers in number and of less significance than those of other states. Under the present set-up in Pennsylvania, all control of the schools of Pennsylvania is vested in the State Legislature. The reason for this particular Act is to summarize the powers which are now vested in the School Code or are introduced in the Legislature.

### DEBT LIMITATIONS IN SCHOOL DISTRICTS

*House Bill Number 1005*  
*Introduced by Mr. Chervenak*

This Act seeks to accomplish three major purposes. In the first place, it sets up new limitations with regard to the issuance of bonds for school districts. Hereafter, all bonds are to be serial bonds and a portion of the same shall be retired each year, twenty-five years being the maximum length for which any issue may run.

A second purpose which the Bill seeks to accomplish is that of clarifying the present provisions with regard to temporary indebtedness. This measure will make it possible for a district to incur temporary indebtedness for a period of three years instead of the present limitation of two years, but it will require a definite program for the retirement of the debt in such a manner that at least one-third shall be retired each year. It will also restrict the purposes for which temporary indebtedness may be incurred.

A third purpose of the Bill is to make payroll obligations of each district preferential claims against the district. This is to relieve teachers, who are now frequently obliged to wait for a period of several months for their pay, from the necessity of borrowing money which ought to be borrowed by the district instead. It frequently happens at present that teachers are obliged to go to "loan sharks" and pay as high as three and one-half per cent interest per month while they wait for the school district to obtain the funds with which to pay their salaries. This Bill provides that each district shall, subject to the limitations of its borrowing power, negotiate temporary loans for the meeting

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## SCHOOL LEGISLATION

(Concluded from page 18)

of the payroll since the district is able to do this at a maximum of six per cent interest. This provision is thought to be a humane one.

### TEACHER CERTIFICATION

*House Bill Number 1158  
Introduced by Mr. Thomas*

The chief object of this Bill is to provide that hereafter qualifications for teachers shall be determined by the State Council of Education instead of being specifically enumerated within the statutes. The purpose of making such provision is to make it possible for the State Council to adjust teacher-education requirements to changing conditions without the necessity of seeking approval of the Legislature each time a change seems to be desirable. The present over-supply of teachers would indicate the wisdom of raising standards for entrance to the profession, and the process of raising these standards should not be made so difficult as to require legislative enactment.

Another important feature of the Bill is the provision that teachers who are hereafter issued so-called permanent certificates shall be issued certificates which contain the proviso that when a teacher has not been actively engaged in the profession of teaching for a period of five years or more, the certificate shall automatically lapse, and may thereafter be reinstated only by compliance with such regulations as may be prescribed by the State Council of Education with reference to brush-up courses, or other reasonable requirements whereby the teacher may again be familiarized with the conditions requisite to the proper performance of the duties of the teachers. It is realized that in a five-year period any teacher, however well she may have been originally prepared, may have lost vital contact with the practices and methods essential to conducting a school in an efficient and proper manner.

The Bill also provides for periodical health examinations of school employes and make such examinations a requisite for the continuance of the life of the certificate.

### NURSERY SCHOOLS, JUNIOR COLLEGES, ADDITIONAL COURSES IN TEACHERS COLLEGES

*Senate Bill Number 191  
Introduced by Mr. Roberts*

This Act aims to achieve three objects. First, it provides that any board of school directors may establish nursery schools. It further provides that whenever petitioned in behalf of twenty-five (25) or more children by the parents of the children, a local board of school directors shall, subject to budgetary limitations, be obliged to establish a nursery school or kindergarten, or both.

The second feature of the Bill provides that boards of school directors may establish junior colleges. Permission to establish a junior college, however, must first be obtained from the State Council of Education. This body is empowered by the Act not only to set up the standards which should be met, but also to determine the need and the desirability of a junior college in the particular locality.

The third provision of the Act stipulates that when it does not interfere with the purpose of the education and preparation

of teachers, and where it is not possible for secondary school graduates to receive further education in a liberal arts college, or in some other institution of higher learning in the area, a teachers college may, with the approval of the Superintendent of Public Instruction, admit other students than those preparing to teach.

### STENOGRAPHIC AND CLERICAL SERVICES FOR COUNTY BOARDS OF SCHOOL DIRECTORS

*House Bill Number 749  
Introduced by Mr. Decker*

This measure is submitted in order that adequate provision may be made in each county for the clerical assistance which will be essential for carrying out in a proper manner the additional services required of the county superintendent when a county board has been established as outlined in the Ruth-Brownfield Reorganization Plan. It proposes that this clerical assistance shall be provided in the same manner as is now required, namely, by the county commissioners in cooperation with the county superintendent of schools.

### THE MALADJUSTED CHILD

#### Attention Given to Pupils Suffering Disadvantages

The maladjusted child in the public school presents a serious problem which can be met only by intelligent understanding. Evidences of maladjustment include poor health, irregular attendance, tardiness, daydreaming, misconduct, and delinquency. The Home and School Visitor, who is particularly concerned with these children in the school district, will attempt to discover the causes of these conditions. Accordingly, she tries to discover whether or not the child may have such physical handicaps as defective eyesight or hearing, defective bones, joints, or muscles, decayed teeth, heart or glandular defects, and malnutrition. She likewise takes into consideration the possibility of certain mental handicaps such as nervousness, emotional instability, feelings of inferiority, worry, mental conflict, abnormal introversion or extroversion, and mental disease.

If the cause of the child's maladjustment is not to be found in any of these factors, the Home and School Visitor may look to the home and neighborhood conditions. In the home she may find a lack of understanding of the school program, or failure in child training and lack of discipline, inadequate rest and sleep for the child, neglect or abuse of the child, illness in the home, social insecurity and poverty, working mothers, or demoralized home conditions caused by overcrowding, immorality, and criminality. In the general neighborhood, a lack of recreational facilities, undesirable associates, general lawlessness, and the like, may cause a child to be poorly adjusted to his social environment.

The Department of Public Instruction has issued a bulletin entitled "Home and School Visitor Manual" which not only helps educators and the visitors to understand their problem, but to find a solution for them as well.

## CURRENT EVENTS YEARBOOK READY

Contains Instructional Materials on History, Civics, Economics, and Other Social Studies

INCLUDES INTERESTING PENNSYLVANIA FACTS

A booklet of seventy pages entitled "Current Events Yearbook" for 1936-1937, has been prepared for use in the public schools. This new publication, which contains late information on such subjects as the League of Nations, area and population of states, lists of Congressmen, Governors, Ambassadors, and biographical sketches of famous people, constitutes a reference of background material for classes in current events, history, civics, and economics. It also contains a full treatise on flag etiquette, and a record of men and women who are enrolled in the National Statuary Hall.

Of especial interest to Pennsylvanians are the numerous facts relating to the Commonwealth set forth in the Current Events Yearbook. Pennsylvania is listed as having entered the Union, December 12, 1787, with its Capitol at Harrisburg. The population rose from 8,720,017 in 1920 to 9,631,350 in 1930. George H. Earle is named as Governor, his term expiring in 1939. Pennsylvania's mountain laurel is listed among the flowers of the states of the Union. The size of the Commonwealth is given as 45,126 square miles, the length of the State being 300 miles and the breadth 180.

The booklet, also gives the nicknames of states; that for Pennsylvania being "Keystone" "Steel" or "Coal." The State motto is "Virtue, Liberty and Independence." Pennsylvania is one of the few states of the Union that has no official song; the book, however, lists the official songs of other states. The number of farms in Pennsylvania, according to the Current Events Yearbook, is 172,046.

Dr. Lester K. Ade is given as the State Superintendent of Public Instruction, along with other State Commissioners and Directors of Education for states. Pennsylvania's two Senators are Joseph F. Guffey and James John Davis; the former's term expiring in 1941, and the latter's in 1939. Pennsylvanians who have been honored by being given a place in the National Statuary Hall are Robert Fulton and J. P. G. Muhlenberg. The Current Events Yearbook also gives the Pennsylvania members of the United States House of Representatives.

The Yearbook is published by the American Education Press, Columbus, Ohio.

### APRIL CALENDAR FOR SCHOOL OFFICIALS

Subject of Report	Section of Law
<b>APRIL</b>	
Prepare a budget before levying taxes .....	563
Levy taxes .....	537
Tax Collectors should return to County Commissioners uncollected taxes on seated lands, unless notified otherwise by the School Board .....	6319

# HORACE MANN CENTENNIAL

May 4 Marks Birth Anniversary of Pioneer Educator

Preached Philosophy and Promoted Program of Free Public Schools

DR. LESTER K. ADE  
Superintendent of Public Instruction

## INTRODUCTORY

Two highly significant dates in the school calendar of America for 1937 are May 4 and July 1: the former marks the one hundred forty-first anniversary of the birth of Horace Mann, and the latter the one hundredth anniversary of his acceptance of the secretaryship of the Massachusetts Board of Education when this pioneer educator began his far-flung crusade for free public schools in America.

In a true sense history is a record of achievements that have developed as great men have met great movements. In 1837 America was still in her pioneer period, a certain crudeness characterized the life of the people; social conditions were in a relatively unsettled state; and districts were poor and hard pressed. Although America had progressed more than two centuries beyond the establishment of the famous Boston Latin School in 1635 and the founding of Harvard College in 1636; and although a declaration in behalf of popular education had been made as early as 1647, yet public education suffered seriously from public apathy in 1837. It was at this juncture that Horace Mann, imbued with the enthusiasm of an educational evangelist, inspired and initiated the movement which resulted in the development of free education in America and won for him the appellation of "Father of Public Schools." Horace Mann had not only the vision but the determination and skill to provide America with the cultural nourishment the new republic required in that uncertain day; and he, possibly more than any other single American, has made possible America's dream to provide all the children of all the people with an equal opportunity for education.

## IMPORTANT DATES

Accordingly, the celebration of the anniversaries of his birth on May 4 and his becoming secretary of the Massachusetts Board of Education on July 1, 1937—sponsored by the National Education Association—has attracted the interest of both school people and the general citizenry throughout the nation. These important celebrations, designed to renew in the hearts of the people the ideals of free and universal education as foundations of democracy, began on October 16, 1936 at Antioch College in Ohio, where a statue of Horace Mann was formally dedicated. The Department of Superintendence of the National Education Association gave further recognition to Horace Mann at their annual convention in February.

Other dates which have been scheduled for special celebrations in honor of this great educator are as follows:

May 4, 1937—Birthday celebration in all schools.

June 1937—Horace Mann commencement programs in schools.

July 1, 1937—N. E. A. commemoration. anniversary of Horace Mann becoming sec-

retary of the Massachusetts Board of Education.

November 1937—American Education Week—climax of celebration, presenting ideals of Horace Mann to the nation.

## THE MAN

Horace Mann was a citizen of wide and deep interests, having been during his career of service a lawyer, statesman, author, as well as educator. This distinguished humanitarian understood human needs and regarded education not as a phase of life, but as life itself. Upon this broad philosophy he conceived a plan of free public schools, developed a program and had courage and faith in the success of that program. He believed in the improvability of mankind. He accepted posterity as a client and felt that it was his mission to produce, distribute, and perpetuate the true, the beautiful, and the good.

While Horace Mann's influence extended throughout America and even to Europe, his career was largely confined to Massachusetts. Born May 4, 1796 at Franklin in that Commonwealth, he graduated with first honors in 1819 from Brown University and entered the law school at Litchfield, Connecticut, two years later. At the end of another two year period he was admitted to the Massachusetts Bar and opened a law office in Dedham in 1823. For nine years following 1827 he served in the Massachusetts House of Representatives and the Senate, having been elected president of the latter body in 1836. However, forty-one years of age, he resigned this office in 1837 to become secretary of the Massachusetts State Board of Education at a salary of fifteen hundred dollars.

He felt the need of a broader view of education, and of practical precedence on which to base his program. In 1843, therefore, he visited the schools of Europe. A few years after his return he was elected to succeed John Quincy Adams in the United States House of Representatives. In 1852 after completing the term in Congress he accepted the presidency of Antioch College in Yellow Springs, Ohio, where he continued in active duty until his death. August 2, 1859.

## SERVICE

With the spirit of an educational missionary, Horace Mann traveled up and down the land for twelve years promoting the cause of free public schools. He met with public officials, social and civic leaders, and other groups; he lectured before societies and citizens; and he wrote various articles for publication in the interest of free education for the masses. Appreciating the need of competent teachers he was the first to advocate tax supported normal

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# Arbor and Bird Day

APRIL 9 and 23

## PROCLAMATION

*The manner in which a Commonwealth utilizes its gifts of nature determines in a definite degree the progress or decadence of the people. Natural resources, far from having only an economic value, possess esthetic and civic values. The depletion of even one of these major natural elements would throw out of balance the economic lives of our people. Hence their preservation becomes a responsibility of the entire population.*

*In addition to the economic principle involved in the conservation of our natural wealth, there is pleasure derived by our folk from the beauty of our forests, streams, and wild life. The abundance of these esthetic assets should in no way detract from a full appreciation of their benefactions.*

*The civic implications involved in the preservation of Pennsylvania's great heritage consists of a feeling of common responsibility for the happiness of coming generations. Present waste and destruction of these resources will inevitably result in undermining for future generations the prosperity we should transmit to them amplified and improved.*

*Pennsylvania is notable for its natural wealth and beauty. The primeval forests are woven into the name, which signifies the "land of forests." The far-flung reputation of the State has sprung from its virgin pines and hemlocks, its lakes and waterfalls, winding streams, rolling hills and fertile valleys. Pennsylvania is a Commonwealth of abundance beyond dreams.*

*These magnificent forests are enlivened by the color, grace, and music of over 230 kinds of birds which appeal to every inhabitant, old and young. Not only by their beauty and song, but by their interesting habits—their flights to the South in Winter, their return Northward in Spring, and their long journeys in the Fall—do our birds please all who dwell or sojourn within our borders.*

*These natural resources are not sterile possessions, but life-giving assets interwoven with our home life, recreation, social relations, and civic interests.*

*It was an appreciation of these abundant resources that inspired a previous generation to institute the custom of celebrating an annual Arbor and Bird Day in Pennsylvania. This purely American observance, which originated on the great central plains of our country, was motivated by the need of protecting orchards and fields from wind and erosion. The custom soon spread to the East, and Pennsylvania followed the precedent by establishing an annual Arbor and Bird Day in 1887.*

**THEREFORE, I, George H. Earle, Governor of the Commonwealth of Pennsylvania, in view of the economic, esthetic, and civic values of our natural resources, and of Pennsylvania's unusual natural heritage, and of the worthiness of this annual observance to preserve and perpetuate these assets, do hereby designate and proclaim Friday, April 9, and Friday, April 23, as Spring Arbor and Bird Days, and urge the citizens of our Commonwealth, both individually and through their social, civic, and fraternal organizations, and especially the schools, to observe these days by appropriate exercises. And I further recommend that April 9, be observed as Arbor and Bird Day in the Southern part of the State, and April 23 in the Northern part.**

(Continued on page 7, col. 3)